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CTIA



JOURNAL

CALIFORNIA TEACHERS ASSOCIATION

October 1961



PHYSICAL FITNESS

as an educational challenge

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**SAVINGS**  
**ON TYPICAL**



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If your home is within 5 miles of a fire station and also within 1,000 feet of a fire hydrant, check box <input type="checkbox"/>		

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(If no policy, write "None")

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If you are in a Special Fire District, please give its name \_\_\_\_\_

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Name of Bank or other Mortgagee \_\_\_\_\_

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Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) \_\_\_\_\_

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# CTA

## JOURNAL

Official Publication of the  
CALIFORNIA TEACHERS ASSOCIATION  
1705 Murchison Drive, Burlingame, Calif.

Phone OXford 7-1400

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EXERCISE as one of the essentials of physical fitness is illustrated on our cover this month. This photograph, as well as others in the Staley feature on page 6 (provided by the Youth Services Division of Los Angeles City Schools), shows typical physical education activities at Columbus junior high school. This issue provides the second in a three-part series on conservation of human resources; next month will feature outdoor education.

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CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Such notices of change also apply to the RECORD, published by CTA Southern Section, Los Angeles, and second class entries of other CTA sections. Postmaster: Form 3579 requested for transmittal to Burlingame.

MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

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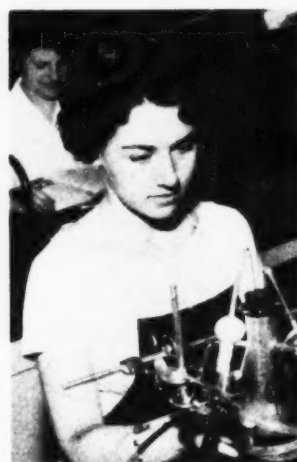
**EUGENIA WEST JONES**, 90, one of California's first kindergarten teachers, died August 15 at the Southern California Teachers Home in Pasadena. Dr. Vierling Kersey, former Los Angeles superintendent of schools, officiated at funeral services held August 19 in Alhambra, followed by interment at Altadena. A native of Atlanta, Mrs. Jones came to Los Angeles to start teaching in 1908, continuing in the city schools until retirement in 1940. Former president of NEA's Kindergarten-Primary Department, she also served a term as honorary vice president of NEA in recognition of her pioneer work in the primary movement. Long active in the work of CTA Southern Section, she was an early sponsor of the teacher's retirement home in Pasadena, where she lived for many years. Fondly known to thousands as "Genie," she regularly attended meetings of the State Council of Education until recent years. Normally enjoying good health, she fell and broke her hip, dying 17 days later at a hospital.

**GRADUATE INTERNSHIP** programs for junior college teachers will be expanded at University of California (Berkeley) school of education as a result of a \$100,000 gift from the Fund for the Advancement of Education. The UC intern plan, first of its kind in the U.S.A., has already placed 22 teachers in junior colleges of northern California. The grant, matched by the University, will continue the program five years, according to Dr. James C. Stone, UC director of teacher education.

**ENROLLMENT** in the Nation's schools, increasing for the 17th consecutive year, reached 49,300,000 this fall, the Office of Education estimated. The increase (public and private, kindergarten through college) is 1,400,000 over the 1960-61 school year. An estimated 1,684,000 classroom teachers are employed.

**FORTY-FOUR** teachers enrolled in CTA Southern Section's "University Afloat" voyage to the South Seas in July and August. The 42-day trip on Matson's *Mariposa*, leaving San Francisco July 9, touched Tahiti, Rarotonga, New Zealand, Australia, Fiji, Samoa, and Hawaii. Courses conducted by USC professors covered Australasian literature, history of the south Pacific area, colonial problems, and five other subjects. This was the second successful summer study cruise sponsored by the Section. Associate Executive Secretary Chester Gilpin said details on 1962 travel plans will be announced shortly.

**CTA'S BLUE CROSS Health Plan** in midsummer had enrolled 68,500 individuals, up 3,500 from the report of two years ago. The Income Protection Plan, introduced in 1955, has 33,000 members currently enrolled, up 8,000 from 1959. The Group Life Plan, one of the fastest-growing insurance coverages, had 4,000 members listed in 1959, currently enrolls 9,320. The Automobile plan (32,000) and the Home Owners plan (8,000), both carried by California Casualty Indemnity Exchange, are also steadily growing in membership coverage, according to Dr. Frank Parr, CTA Special Services executive.



of CSF. She won every swimming event in a tournament last year in Stockton. The scholarship was presented by the E. R. Moore Co., maker of girls' gymwear, through American Association for Health, Physical Education, and Recreation. In the photograph Pat is shown studying a chemical reaction in her high school lab.

**L. W. RIPPLE**, of Bakersfield, who retired last year after 37 years of teaching, has a sound theory: "If you want to get the most out of your first year of retirement, just go out and work for others without pay." After a year of counseling on credit union, retirement, CTA and NEA, he has a full calendar for months ahead, "and having more fun than ever."

**DIVISION OF HIGHER EDUCATION**, with Associate Superintendent Wallace W. Hall in charge, was authorized as a unit of the state department of education by the state board September 8. The division will include the bureaus for junior college, adult education, discrimination commission, accreditation, teacher education, recruitment, and credentials.

**FEDERAL SUPPORT** proponents, aiming for introduction of new legislation in next year's Congressional session, were set back September 12 when the Senate passed by a vote of 79 to 7 H.R. 9000, which provides a two year extension of the impacted area program and the National Defense Education Act. The House had passed the bill September 6. The President, hoping for a one-year extension in order to renew his fight next year for a strong Administration program, was expected to sign the bill.

**TWENTY CALIFORNIANS** were scheduled to speak or participate as panelists at the convention of the National Council of Teachers of English to be held November 23-25 at Philadelphia. British physicist-novelist C. P. Snow, American poet and playwright Archibald MacLeish, U.S. Commissioner of Education Sterling McMurrin are programmed as speakers, according to James R. Squire, NCTE executive secretary.

**CTA MEMBERSHIP** rose to 119,815 on August 31, 7,269 more than the total for 1960. Expected peak for 1961 was 120,000 and there were early indications that the peak for 1962 would pass the 125,000 mark.

CTA Journal, October 1961





**"MOMENT OF TRUTH"** is the title of this dramatic photograph put on film by Larry Somers, 17, senior student at Webb school, Claremont. The shot was winner of a special award in the 1961 Kodak high school photo awards program. Larry, photography editor of his yearbook, "stopped" the action with shutter speed of 1/500th of a second, in bright sunlight.

Californians topped all shutter-bugs in the Kodak awards, seven in the senior division and six in the junior division winning top cash prizes. Sixty-five high school students from California rated honorable mention. Salon prints will go on national traveling exhibition in this contest, which is approved for its development of creative talent by the National Association of Secondary School Principals.

**A TEACHING MACHINE WORKSHOP** was scheduled for Los Angeles county teachers October 28 at Hawthorne high school. Mrs. Lucille Meyers, general chairman of the institute (two credits), has scheduled demonstrations and speeches on a broad range of automated instruction.

**EDUCATOR'S AWARD** of \$1000, offered for the ninth year by Delta Kappa Gamma Society, will be given "for the most significant contribution to education written by a woman" between April 1, 1960 and April 1, 1962. Details from DKG at 416 W. 12th St., Austin 1, Texas.

**WEED**, Siskiyou county, received the top award for "exceptional educational achievement" in *Better Homes and Gardens* nationwide 1960-61 Action in Education awards program. The citizens of Weed are cited for the establishment of a junior college district and for devoting time and energy in clearing the land for construction of buildings for the College of the Siskiyous.

**RICHARD P. SAUNDERS**, founder of Palos Verdes College, has been appointed associate executive secretary of the Association for Higher Education, NEA. For several years Dr. Saunders served as president of Save the Children Federation, a non-profit overseas relief organization.

**CTA CHARTERS GRANTED** during the past few months include: No. 277, Santee District Faculty Club, Santee, San Diego county; No. 384, Oceanside-Carlsbad CTA, Oceanside, San Diego county (replaces Oceanside-Carlsbad Union High School and Junior College Faculty Club); No. 666, Far Western Teachers Association, Dos Palos and Firebaugh, Fresno county; No. 667, Capistrano Union High School Faculty Association, San Juan Capistrano, Orange county; No. 668, Apple Valley Teachers Association, Apple Valley, San Benito county; No. 669, Fowler Union High School Teachers Association, Fowler, Fresno county; No. 670, Sierra High School District Teachers Association, Tollhouse, Fresno county; No. 672, Glendora Teachers Association, Glendora, Los Angeles county; No. 673, Santa Ynez Valley Teachers Association, Santa Ynez, Los Olivos, Solvang, Buellton and Los Alamos, Santa Barbara county; No. 674, Winters Area CTA, Winters, Yolo county; No. 675, Mineral King Teachers Association, Visalia, Tulare county; No. 676, Downey Education Association, Downey, Los Angeles county [combines 5 former chapters: Alameda District (502), Downey Elementary (298), Downey Secondary (260), Gallatin (337), and Old River's (373)]; No. 677, Azusa Unified District Teachers Association, Inc., Azusa, Los Angeles county [incorporates Azusa Teachers Association (272) and Gladstone Teachers Association (567)]; No. 678, Monrovia Teachers Association, Monrovia, Los Angeles county; No. 679, Merced Union High School District Teachers Association, Merced, Atwater, Livingston and El Capitan, Merced county; No. 680, Esparto Unified School District Teachers Association, Esparto, Yolo county.

**HIGH SCHOOL DROPOUTS** will be the subject of a three-year study by NEA, it was announced last month. Daniel Schreiber, formerly with New York city schools, will direct the study, which will be largely financed by the Ford Foundation. By 1964 the NEA hoped it could establish the role of the schools in serving the educational needs of unemployed, out-of-school youths between the ages of 16 and 20.

**RETIREMENT WORKSHOP** for CTA members will be held at 7:30 p.m. October 6 in the banquet room of the CTA Southern Section headquarters, Los Angeles. Legislative changes in the law and other retirement details will be discussed. The state CTA publications staff is now printing a revised edition of "California Teacher Retirement," in which Consultant Ralph Nelson has indicated changes in the law.

**TENURE WORKSHOPS** sponsored by CTA Bay Section were announced last month by Executive Secretary Hugh Page. Purpose of the half-day sessions will be to provide administrators and board members with information leading to the development of procedures and policies for transition of school districts into tenure status. The new law making tenure applicable in districts of 250 or more average daily attendance will affect scores of rural districts. Meetings will be held October 7 at Lincoln elementary school, Manteca, and October 21 at Novato high school, Novato. Two meetings were held September 30 at San Jose and Pleasanton.

# Calendar



## OF COMING EVENTS

### OCTOBER

- 13—State Board of Education meeting; Bakersfield
- 13-14—CESAA North Coast Section meeting; Eureka
- 14—California Scholarship Federation annual state advisors meeting; Ignacio
- 14—Central Section Council; Fresno
- 14—Bay Section Council; Berkeley
- 18-21—California Assn. of Adult Education Administrators fall conference; Berkeley
- 20-21—CESAA Central Section meeting; Fresno
- 21-22—California Council of Foreign Language Teachers Associations fall conference; Fresno State College
- 21—Committees: Salary Schedules, Professional Rights; Burlingame
- 23-26—N.A.E.B. Convention; Washington, D. C.
- 27-29—Bay Section leadership conference; Asilomar
- 29-Nov. 4—CASCSD state conference; Los Angeles
- 30-Nov. 3—CASCWA annual conference; Los Angeles.
- 31-Nov. 2—CJCA annual fall conference; Yosemite

### NOVEMBER

- 3—Commission on Educational Policy; Burlingame
- 3—CESAA Northern Section meeting; Sacramento
- 3—Dept. of Classroom Teachers; Redding
- 3—Northern Section New Council Members orientation; Yuba City
- 3—Northern Section Chapter Presidents; Yuba City
- 3-4—CESAA Bay Section meeting; Santa Rosa
- 3-4—California Council for Adult Education state conference; Carmel

- 3-4—13th annual State Conference on Educational Research; Los Angeles
- 3-5—Central Section leadership conference; Asilomar
- 4—North Coast Section Council; Redway
- 4—Northern Section Council; Yuba City
- 4—Southern Section Council; Los Angeles
- 4—CBEA Bay Section fall conference; Santa Rosa Junior College
- 5-11—*American Education Week*
- 9-11—National Assoc. of Public School Adult Educators; Washington, D. C.
- 10-11—CESAA Central Coast Section meeting; Asilomar
- 11—Committees: Legislative, Financing Public Education, International Relations; Burlingame
- 11—Central Coast Section Council; Salinas

### CMA ON FITNESS

CTA and the California Medical Association has a joint committee which sponsored a conference on teacher health last winter. One of the cooperative services described was the work of the CMA committee on school health, which has brought together a continuing series of short "Health Tips" for publication in educational journals. Editors interested may contact Jack B. Collins, CMA staff coordinator, 693 Sutter St., San Francisco 2.

Another cooperative CMA program is the creation of a speakers' bureau in which doctors have agreed to appear at statewide or regional public meetings to discuss any one of a wide range of health topics. Arrangements can be made through Robert Marvin, CMA public relations director, at the above address or by phoning PRospect 6-9400. Requests coming from local teacher chapters will normally be forwarded to county medical associations.

### PRESIDENT CARTER URGES MEMBERSHIP

Educators, like other professionals, have organized associations concerned with interests and problems of their professional fields. The freely organized professional association is a vital and constructive support for the teacher and the cause of public education. The CTA, in which we understandably take great pride, boasts an achievement which can be described as collective action resulting from intelligent collective opinion and supportable collective conscience. A mature profession requires high standards for admission to its ranks, dedication to the ideals of teaching as a profession, and a high degree of professional solidarity.

The professional organization as we experience it in CTA is rightly voluntary, independent, and self-governing. The association performs services which the individual teacher alone could not do. The organization exists to serve its members, the profession, and the public. Every member of the teaching fellowship shares the influence, the prestige, and the status effected by the work of the organization.

Pride in being a teacher, a sense of dedication to a great service like that of enlightening minds of children, a feeling of fellowship, a sense of professional integrity, are enhanced by membership in professional associations. But the privilege involves a responsibility. Membership should not be accepted lightly because it is in effect a pledge to devote time and energy to its program, which is in essence a preservative for democracy itself. The roots of our organization reach beyond education and teachers to the fundamental premises of the democratic idea. At a time when democracy is undergoing its severest trial it is well to remind ourselves of this fact, for notwithstanding external threats to our security, the fate of democracy will be decided at home.

*Sarah Carter*

PRESIDENT  
CALIFORNIA TEACHERS ASSOCIATION

CTA Journal, October 1961





# A Presidential Message

## TO THE SCHOOLS ON THE PHYSICAL FITNESS OF YOUTH



The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral and spiritual fitness of every American citizen must be our constant concern.

The need for increased attention to the physical fitness of our youth is clearly established. Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of our civilization continues to carry on its persistent erosion.

It is of great importance, then, that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit—fit to learn, fit to understand, to grow in grace and stature, to fully live.

In answering this challenge, we look to our schools and colleges as the decisive force in a renewed national effort to strengthen the physical fitness of youth. Many of our schools have long been making strenuous efforts to assist our young people attain and maintain health and physical fitness. But we must do more. We must expand and improve our health services, health education and physical education. We must increase our facilities and the time devoted to physical activity. We must invigorate our curricula and give high priority to a crusade for excellence in health and fitness.

To members of school boards, school administrators, teachers and pupils themselves, I am directing this urgent call to strengthen all programs which contribute to the physical fitness of our youth. I strongly urge each school to adopt the three specific recommendations of my Council on Youth Fitness:

1. Identify the physically underdeveloped pupil and work with him to improve his physical capacity.
2. Provide a minimum of fifteen minutes of vigorous activity every day for all pupils.
3. Use valid fitness tests to determine pupils' physical abilities and evaluate their progress.

The adoption of these recommendations by our schools will ensure the beginning of a sound basic program of physical developmental activity.

In our total fitness efforts the schools, of course, will not stand alone. I urge that in all communities there be more coordination between the schools and the community, parents, educators and civic-minded citizens in carrying forward a resourceful, vigorous program for physical fitness—a program that will stir the imagination of our youth, calling on their toughest abilities, enlisting their greatest enthusiasm—a program which will enable them to build the energy and strength that is their American heritage.

JOHN F. KENNEDY





# FIT FOR THIS WORLD

*By Edwin J. Staley*

**M**ACHINES emancipate our muscles; we grow physically soft. Alarmed at evidence that softness of Americans is weakening the national security, President Kennedy has called for a vigorous program to upgrade our physical fitness.

We ride buses and automobiles; we used to walk. Machines wash and dry our clothes, saw our wood, clean our houses. Automatic TV program-changers, power lawn mowers (with seats, no less!), electric car windows, automatic electronic door-openers, moving sidewalks and escalators, and even golf carts, all provide us with creature comforts to ease our daily burdens. But they also erode our human resources. Every time we use labor-saving devices we rob our muscles of tone and vigor.

The "age of softness" has become such an apparent threat to the nation that the new President hardly moved into the White House when he issued a four-point "call to arms":

- He established a White House Committee on health and fitness and ordered it to set up a program to improve the physical condition of Americans.
- He designated the Department of Health, Education, and

*JUMP-REACH, one of the few tests of native ability, tests explosiveness, spring, and agility. This scene at Columbus junior high school was snapped for Youth Services Section, Los Angeles city schools. Girls have special tests in the project.*

*Dr. Staley is now serving his seventh year as executive secretary of the California Association for Health, Physical Education, and Recreation, with offices at CTA headquarters in Burlingame. He taught at Riverside, received his Ph. D. degree at USC in 1955. He serves as public relations chairman for the California Fitness Project.*

A lifelong respect for and enjoyment of total fitness by every California youth is the measuring rod by which we may evaluate our programs of health, physical education, and recreation in this state.

Welfare to assume responsibility for a program of physical fitness for youth.

- He prepared to invite Governors of the states to attend an annual National Youth Fitness Congress.
- He set as a basic and continuing policy of all departments of the government that sports participation and physical fitness will be promoted.

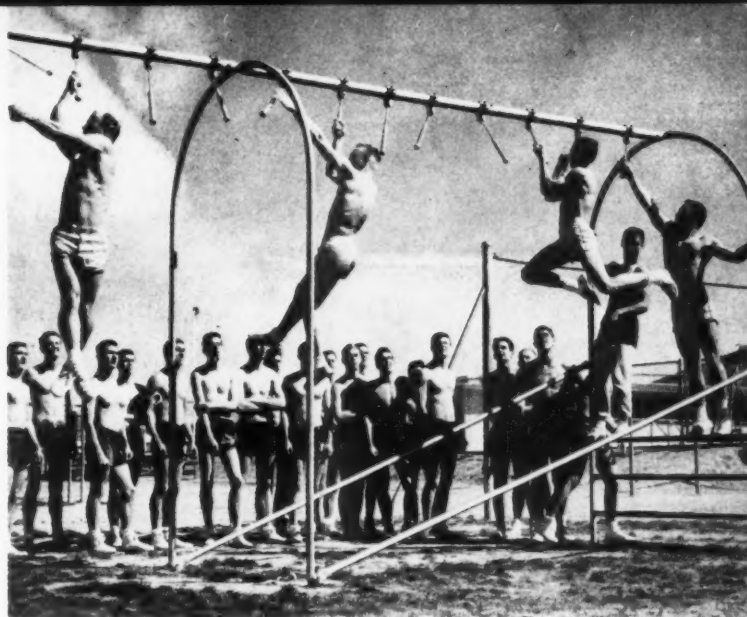
President Kennedy, faced with the rigors of the most demanding office in the world, knew that he must accept as a personal doctrine the words he spoke last December: "... physical fitness ... is the basis of dynamic and creative intellectual activity ... intelligence and skill can only function at the peak of capacity when the body is healthy and strong ..."

He had plenty of support in important places. Former Vice President Richard Nixon said that in his view "fitness is nothing more nor less than the conservation of the most precious of all our national resources: the American people themselves."

With the major responsibility for a fitness program falling on public education, school men stepped forward to meet the challenge. James B. Conant, essentially an academician, had warned a year earlier: "I am convinced that ideally a period of physical education should be required for all pupils in grades 1 through 12 every day, though the length of the period might well be shorter in the lower grades. From what I have heard, drastic revision of physical education courses may be in order in many schools."

The Educational Policies Commission (NEA-AASA) issued in June (see box) a statement on health and fitness which ties physical condition to the ability to think. In discussing the physical basis for the intellectual life, it added: "The school must be guided, in pursuing its central purpose—or any other purposes—by certain conditions which are known to be basic to significant mental development. The school has responsibility to establish and maintain these conditions. One of them is physical health. The sick or poorly nourished pupil, or one suffering from poor hearing or vision, is hampered in learning. An adequate physical basis for intellectual life must be assured."

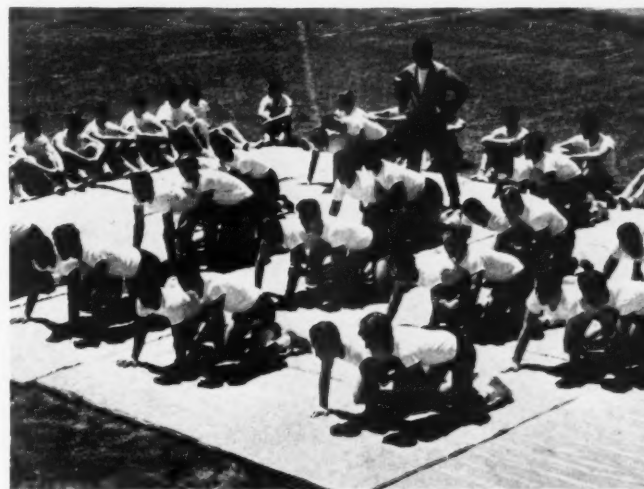
Educational research has for years "pointed with concern" at the numbing effect of spectator sports and television viewing. Last spring Stanford University's Institute for Communication Research revealed that between the ages of 3 and 16, the average child devotes about one-sixth of his waking hours to watching TV—or the same amount of time he spends in school.



*THIS GRIP SWING is a splendid device for development of arm and shoulder muscles, used here at La Sierra high school, Sacramento. Audio-Visual, State Dept. of Education.*



*SQUAT-THRUST is a simple all-purpose setting-up exercise, easily used in mass drills at Columbus junior high, Los Angeles city. It's also recommended for mother, dad, and even grandpa.*



*COMBATIVE activity, expressed in beginner's wrestling, supplements the fitness program. Here, at Columbus' physical education class, the kneeling boys assume the referee's position.*

If we need further evidence of the decline of muscle flexing, turn to Frederick Dewhurst's "America's Needs and Resources," which dredges up these figures: "In 1850 machines produced only six per cent of the power used in doing the nation's work. Men and animals supplied the remaining 94 per cent. Even in 1900 machines were producing only 38 per cent of the energy—but today mechanization produces 96 per cent of our work power."

Sedentarianism, spectatoritis, and pushbuttonitis have taken heavy toll in levels of fitness in the present generation of youth and adults. Comparative studies of American youth with the youth of other countries show our boys and girls can't "cut the mustard." Freshmen fitness tests at Yale and West Point for the last five years show increasing percentages of students who fail identical tests.

Some refuse to be bothered by the spectre of the puny or obese human figure. They maintain, with a leisurely yawn, that one does not need muscular activity beyond the normal requirements of daily living. Robert Hutchins, former president of the University of Chicago, became the High Priest of Lethargy when he said "Whenever I feel the need of exercise, I just lie down until the feeling goes away."

Letting that feeling go away inevitably brings us face to face with great dangers and hazards to health, according to Edward L. Bartz, chief of medical service at Philadelphia's Lankenau Hospital. He said "The exercise factor is one of the most important, and the most neglected, of the practices individuals should utilize to enjoy the added years which science is making possible. It begins to appear that exercise is the master conditioner for the healthy and the major therapy for the ill."

Other medical practitioners have produced similar conclusions. Typical is an AMA study which declares:

"Regular physical activity produces organic changes, particularly in the lungs and circulatory systems, some of which

## FIT TO TEACH

A healthy teacher has abundant energy, buoyancy, and ability to think clearly and plan carefully. He tends to be patient with young people. His personality is wholesome. His outlook for his pupils and for himself is cheerful and promising. A happy, industrious, and clear-thinking teacher develops that same kind of pupil. One needs only to witness what happens to a child when his teacher smiles at him to see how quickly a youngster responds to a pleasant teacher. In this connection health is important, for people in sound health find it much easier to maintain a cheerful countenance than those who are ill.

Fortunate, indeed, is the pupil whose teacher has a sound body, a keen sense of humor, and a cheerful outlook on the world both inside and outside the school. Since a direct relationship between the attitude of the pupil and the amount he learns has been well established, a pupil whose attitude so largely reflects that of his teacher can learn best under a teacher who is physically, mentally, and emotionally strong.

—AMERICAN ASSOCIATION OF  
SCHOOL ADMINISTRATORS

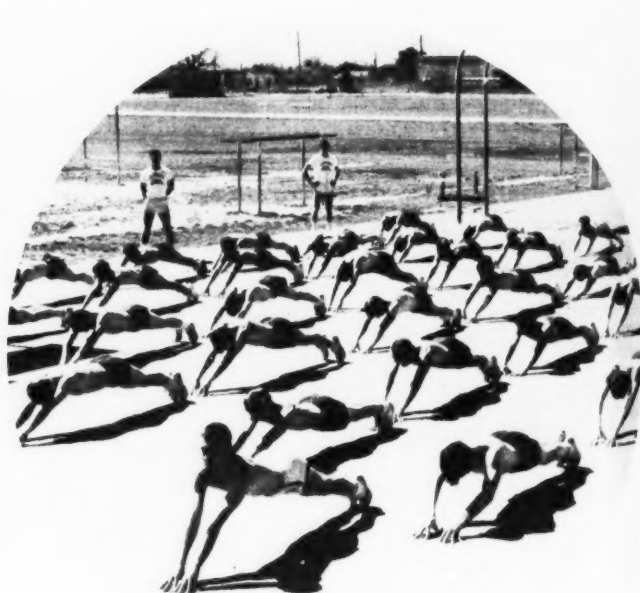
Health in Schools, 20th yearbook, 1951  
NEA, Washington, D.C., p. 46

improve function for normal living and are protective against stress and strain.

"Proper exercise as a way of life helps to keep healthy hearts healthy and to prevent the onset of cardiovascular disease.



*VERSATILE body-building exercises are possible on La Sierra's rubber-coated cable. Audio-Visual, State Dept. of Education.*



*EXTENDED PRESS-UPS are a real test of muscle power. Daily use of this exercise will assure arm and shoulder development.*



**EDUCATIONAL Policies Commission (NEA-AASA)** produced this summer the latest in a distinguished series of statements intended as useful guideposts for teachers. "The Central Purpose of American Education" is a 20-page essay on "the development of every citizen's rational powers." Obligation of the school to teach the fundamental processes, stressed in the 1918 and 1938 statements of educational purpose, were re-emphasized in the current statement with these words:

*HEALTH depends upon a reasoned awareness of the value of mental and physical fitness and of the means by which it may be developed and maintained. Fitness is not merely a function of living and acting; it requires that the individual understand the connection among health, nutrition, activity, and environment, and that he take action to improve his mental and physical condition.*

"The problem of obesity begins early in life and is as much a matter of underactivity as of overeating."

Six years ago President Eisenhower was informed authoritatively that "European children are more fit than American children." The resulting outcry from the White House drew special attention to "the report that shocked the President." In July 1956 the President established in his cabinet a Council on Youth Fitness and ordered it to serve as a catalytic agent in nationwide fitness programs to be set up among existing agencies. Firm organizational foundations were built during the Republican administration.

Pushing along with a young man's vigor, President Kennedy named Charles B. "Bud" Wilkinson, director of athletics and head football coach at the University of Oklahoma, as executive head of his Council on Youth Fitness. With active cooperation of 19 leading educational and medical organiza-

tions, the Council has produced "Suggested Elements of a School Centered Program for Youth Physical Fitness." The 111-page manual, published in July 1961 (U.S. Gov't. Ptg. Office, 40c each), details the concepts, foundations, tests, and activities considered appropriate in a program of health education and physical education emphasizing physical fitness.

Significantly, the Council believes that fitness must be broadly interpreted to include medical and dental supervision and care, immunization, proper nutrition, adequate rest, relaxation, good health practices, sanitation, and other aspects of healthful living. Although a broad program of exercises and tests for boys and girls requires a major part of the manual, the Council admits that stretching and bending is simply "an essential element" of physical fitness.

Schools are asked to broaden vision and hearing tests, to identify physically underdeveloped children, to provide at least 15 minutes of vigorous activity every day for both boys and girls, and to use appropriate fitness tests to determine abilities and evaluate progress.

California was far ahead, even when President Eisenhower got his shock. The state's schools had warmed up to a fitness program by the time the national campaign had found its starting blocks. In December, 1957—one and a half years after creation of the original President's Council—*Sports Illustrated* reported that "Only one state—California—has made a major advance in its fitness program . . . California is the only state that can serve as a model for other states and for the Council."

Fitting this recommendation to the need, two Californians were named last spring to take top posts on the President's Council. C. Carson Conrad, chief of the state department of education's bureau of health, physical education, and recreation, responded to Wilkinson's call to be special advisor on physical fitness. As director of the California project, he was able to bring his experience to the national program.



**FIREMAN'S CARRY**, useful in life-saving and first aid instruction, is also good exercise for both carrier and inert burden.



*HORIZONTAL BARS, normally used daily by classes of boys, provide the foundation for the finest gymnastic work.*

Ted Forbes, supervisor of physical education at Sacramento city schools, became director of health, physical education, and recreation on the Council staff in Washington, D.C. These appointments not only recognized the qualifications of the two men, but acknowledged the Council's high regard for the California plan.

The California project, launched in the spring of 1955, drew in representatives of 14 professional organizations and three state agencies. The continuing purpose of the project has been to improve the fitness of California children through the local programs of school districts and other agencies.

Now entering its seventh year, the California Fitness Project can chalk up this score:

- The California Physical Performance Test was developed and administered to 75 per cent of the pupils in California schools. Use of the tests, among other things, stimulated use of added activities which would contribute to motor fitness. A sampling of test results in 1959 suggested that the medians are similar to 25 years ago, but the range of scores is greater. The better performers seem to top those of the early '30's but the poorer performers are still gasping for breath.
- Evaluative criteria for self-evaluation in health and physical education have been developed and are now being implemented. These instruments are now available from the state department of education, covering programs from kindergarten through junior college.
- During the last six years numerous local, regional, and state conferences and workshops have used Youth Fitness as a theme. Literally thousands of California educators, laymen, and recreational personnel have participated in these meetings, profited from discussion, and returned to home communities to put new ideas and suggestions into practice.
- Reports from a wide range of school districts in California indicate that the long-established tradition of compulsory physical education, with our natural heritage of outdoor living, have combined to achieve goals in physical fitness and organic vigor.

Of the many excellent examples which could be cited in California, Sacramento's La Sierra high school has produced an outstanding record. Stan Le Protti, director of physical education, reports that La Sierra's program is now being emulated by at least 50 schools across the nation this fall.

The La Sierra program, based on ability grouping, reward

for attainment, and a "group status" factor, emphasizes development of peak performance in all elements of physical fitness. The central core of conditioning is considered basic to all sports activities in the program. White, red, blue, purple, and gold gym trunks differentiate the various ability groups. Minimum, median, and maximum scores on a series of tests determine progress from one color group to another.

Le Protti says, "Games and playing are the end result of the program, not the means to an end. I believe this is one place where we have made a serious error in many of our physical education courses in the past. Carry-over sports, such as tennis, golf, badminton, softball, and the like are great, but they are the frosting on the cake. They are the rewards that come after the physical fitness elements have been accomplished."

La Sierra's program is a good illustration of the obvious point that the national youth fitness program must be based on the initiative and resourcefulness of local school districts. In each district rests the governmental jurisdiction and the fundamental responsibility for implementing a fitness program. Pasadena's Superintendent Robert E. Jenkins expressed this concept well last May when he wrote:

"In our pursuit of excellence in all things and by all people, with a heavy emphasis these days on scholarship in all areas, we must never forget that a sound mind works to its excellent best in a sound body.

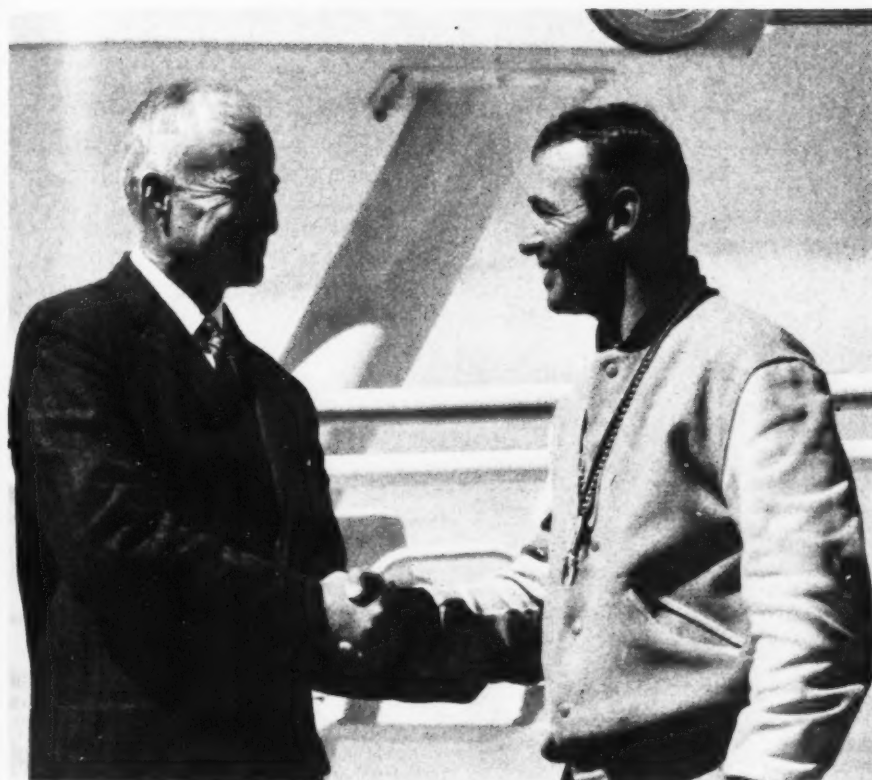
"Our President has called upon all Americans to understand the top priority importance of physical fitness in a nation of free men. We agree that the accepted picture of the soft American must be replaced with a positive picture of the physically fit American.

"In the Pasadena city schools we believe in a strong and effective physical fitness program. The key physical fitness responsibility rests on the school physical education and safety departments through planned patterns of daily vigorous physical activities. We also believe in close coordination with our community recreational program and facilities."

Mobilization of professional talent in AAHPER's *Operation Fitness—USA*, commitment of "strengthening physical fitness instruction" under the National Defense Education Act by the House Education and Labor committee, and dramatic progress of the various states under AAHPER and the President's Council for Youth Fitness all seem to point to dedication in high places. But the final tally in today's contest of men will not be counted until every California child can step into maturity in full confidence that he is "fit for this world." We will have failed the child if we prepare his mind but neglect his body. ★★

# WE BUILD FITNESS

## at La Sierra



*STAN LePROTTI, whose achievements with a successful physical fitness program are described in the preceding article, was asked to comment on the results he has obtained at La Sierra high school. He described the three ability groups (beginners "white," intermediates "reds," and advanced "blues") and pointed out that the testing program evaluates and motivates individual achievement. He then summarized in the account below some of the philosophy, instructional methods, and constructive values of his program.*

C. CARSON CONRAD, left, chief consultant of President Kennedy's physical fitness program, congratulates Stan LeProtti, director of P.E. at La Sierra high, Sacramento, for the outstanding program developed there. Ed Staley, using the La Sierra achievement as an example in his article on page 6, points out that the competitive uniqueness of the program is based on earned promotion from one group to another, each distinguished by the color of trunks worn. In the photographs we used with the article, unfortunately color reproduction was not available. It would have been delightful to see the blues, purples, and golds (advanced students) in various stages of physical prowess.

If it doesn't give you a backache, examine the picture at the bottom of page 9. The man-lift and carry test is required of all color groups at La Sierra. The Whites must carry the "victim" 220 yards, the Reds must make it to the 440 yard line, the Blues to 880, and the Purples jog along to 1320 yards. Boys wearing Gold trunks earn their colors by carrying their burden one mile.

Obviously, any boy who completes the range of tests from white to gold will have an impressive set of working muscles. And what is equally important: he will know how to keep fit through his mature life.—Editor.

**O**UR PHYSICAL EDUCATION program is a technique by which a large number (926 per year) of young people develop a high level of physical fitness. This is true of even the beginners (whites) at the end of the first high school year.

It is a simple matter to locate, in most high school populations, 15 to 30 boys who will perform well in all areas.

I am firmly convinced that, should every high school in the nation adopt this program and method of administration, the so-called "national youth fitness weakness" would become a thing of the past within three years. Equally important, the contribution that the field of physical education claims it makes to the individual would be upgraded and enhanced 100 per cent.

Games and playing are the end result of a program, not the means to an end. I am afraid this is one place where we have made a serious error. We have used techniques of play and games themselves (sports skills, etc.) as a medium through which we expect to attain fitness development. Too much attention has been paid to skills and rules, etc., and not enough attention and emphasis to the basic fundamen-



tals involved in the area I have indicated.

This program and its outcome, insofar as the individual boy is concerned, is directed towards developing fine upstanding young Americans who take a special sense of pride in their physical as well as mental and emotional attainments. They can back up this personal pride with demonstrated performance. This can certainly be translated in terms of community, state and national welfare.

The staff effort in this program is the same as that seen on the football field. All students receive the same attention on the part of the instructor as the select few on the various athletic teams. Each member on this staff is an athletic coach of college caliber and each man is a firm believer in this program and its concepts. We demonstrate the same effort and enthusiasm to our physical education classes and the individual achievement of each boy in that class as we do to the championship team we are coaching. When a boy makes his "Golds" he is accorded the same response on the part of the coaches and his fellow students as he would if he had carried that ball for a touchdown to win a championship.

We can demonstrate, beyond question, that the athlete is by no means the so-called "gifted" student in terms of physical education and that our athletes consistently out-perform their opponents in the area of conditioning and basic physical performance.

In the early spring of 1960 I took the 25 county all-star football players whom I coached for an all-star game and administered our fitness test battery (Blues) to each of them, with the result that only five of them would have made "Blues" had they been in our program. They did not perform anywhere near the level they should have performed.

This is not a reflection on their coaches by any means, but quite possibly it is a reflection on the field of physical education and the type of emphasis to which we have been devoting our efforts over the past years. Carry-over sports such as tennis, golf, badminton, softball and the like are great but they are the frosting on the cake. They are the things that come after all these other things have been accomplished. You just don't develop and build strength, endurance, power, flexibility, balance and agility to the extent we do by simply playing games.

## TO KEEP PUPILS HEALTHY

A SCHOOL HEALTH ADVISORY BOARD in Tulare county has been "working together to help solve school health problems since 1956." Members include representatives of seven school-affiliated organizations and representatives of the dental, medical, and optometric societies; financial support comes from the societies and the county superintendent of schools.

Services offered free to the schools of the county include evaluation and identification of needs, in-service school health education, formulation of school health policies.

A brochure describing services and accomplishments is available from the executive secretary of the board at 202 County Civic Center, Visalia.

At the end of the spring semester my junior football players could out-perform most freshman college players in various feats.

The Blue group in this program takes the T. K. Cureton Motor Fitness test battery each winter (between our fall and spring fitness test periods) as a warm-up for our spring tests. We refer to these as "fun" tests on a pass or fail basis. Our performance in these tests is fantastic.

Each color group has a separate battery of conditioning exercises designed for that particular level of achievement. These exercises are of the precision type and are mass executed by each color group to perfection. A great deal of attention is given to details of performance. A standard cadence is utilized throughout all color groups for all exercises. The Blue group executes daily a nine-minute "all out" strength-endurance exercise routine without rest between exercises.

This is followed by Cureton's "endurance-hop" routine which has the following: 200 straddle-hops, 200 stride-hops, 75 hops each toe, 200 toe-hops feet together, 75 alternating knee touch hops. It is this part of the program that tends to give us a regimented appearance and has a tendency to impress our observers. They cannot understand how it is possible for boys to

demonstrate so much enthusiasm for plain old-fashioned exercise.

All color groups are required to run through an outdoor apparatus course daily—rain or shine—at the end of the physical education period. This course has certain elements of an obstacle course incorporated in its design but it is primarily aimed at providing arm and shoulder development. It is this daily attention that accounts for much of our strength and power ability. Each boy in the program must do a certain number of bar-dips, pull-ups, hand walking across parallel bars, hand travels across the horizontal overhead ladder each day.

Last fall we made a major change in our program. We created a new color group which is higher than "Golds" and is identified as "Navy Blues" (Navy Blue Satin Trunks with Royal Blue and White trim). To qualify for this color group a boy is required to attain the following:

Bar-Dips—32; Pull-Ups—28; Push-Ups—83; Alt One-Arm, Burpee's 30 sec.—26; Dodge-Run, 120 yd. course—24 sec.; 300 yd. Shuttle Run—47 sec.; 30 ft. Rope Climb—sitting start. Up twice without touching floor on second leg of climb; Agility Run—16.5; Mile Run—5 min., 30 sec.; Extension Press-Up, clear floor 8"—25; Vertical Peg Board, 20' high—6 trips; Hand Stand—30 sec.; Man Lift and Carry—1½ miles.—10 lbs. own weight, no rest; Obstacle Course—complete as specified; Swim 880 yds.—any stroke front prone position; Swim 40 yds. underwater; Swim 50 yds.—29 sec.; Swim 150 yds.—2 min. 27 sec.; Execute front hanging float with arms and ankles tied—maintain emotional stability and float for 6 minutes; Stay afloat in deep water for 35 minutes in vertical or front prone position—use of arms and legs permitted within an 8' circle.

In the table below are shown the minimum performance requirements in six events in the three ability groups, as compared to the ceiling performance expected of the Gold group. Additional tests are specified for each class; those included are intended to show rate of improvement.

	Whites	Reds	Blues	GOLD Ceiling Performance
Pull-Ups	2	6	12	18
Push-Ups	16	25	36	56
Bar-Dips	4	10	14	24
Burpee (4 count, 30 sec.)	9	19	20	22
Agility Run, seconds	23	22	19	17
Man Lift and Carry, yards	220	440	880	1 mile

★

# P. E. at Juvenile Hall

By Theodore N. Hasapes

THE INCREASING tide of juvenile delinquency continues to cripple our youth at an alarming rate. Modern techniques are constantly being evolved to meet the challenges educators must face if our wayward youth are to be salvaged. In attempting to reduce this increasing tide, Los Angeles county continues to develop its facilities and programs for norm-violating youth.

Los Angeles County Juvenile Hall School is located within the largest facility in the United States for the temporary detention of court wards. The Los Angeles Probation Department maintains the entire facility, while a staff of dedicated teachers operates the school program.

More than 9,000 boys are processed annually in the school program, averaging 750 boys each month. Average length of detention is about 22 days.

The school operates under the jurisdiction of the county board of education, is administered and supervised by Frank Wykoff, director of special schools. Arnold Schindler is the principal of Juvenile Hall School.

Values of human conservation in today's society should have the highest priority in education. Physical education instructors at the Hall believe in a program for the rehabilitation of boys with special problems.

The inspiration for a guidance-team approach involving members of the faculty and administration comes from Frank Wykoff, a three-time Olympic sprint champion. Wykoff personifies the calmness of a Greek philosopher combined with the analytical skill of a modern scientist.

The chief difference between a regular physical education approach and one which includes guidance, is that in the former, the students are placed into scheduled activities; the latter allows for meeting the demands and interests of the growing child based on the outcome of counseling.

When a boy enters the school pro-

*Mr. Hasapes is coordinator of the physical education department at the school he describes.*

**Instructors help deviate boys on the road to good citizenship with varied program, combined with understanding and guidance.**



*The author, left, with two members of his staff, offer a student guidance on a problem relating to physical education.*

gram, the faculty and administration try to find his special areas of interest in physical education. He goes to the physical education staff, where special guidance helps students realize their goals in relation to their capabilities, to help re-channel their efforts in the most constructive way. We have learned from experience that growing boys are not aware of their abilities and capabilities. Through individual guidance, we help each boy attain a feeling of self-mastery when he enjoys activity at his own level of achievement. Mastery of skills and fundamentals are sacrificed for the sake of stimulating wholesome participation. The former may improve a specific performance but the latter helps to generate a spirit of teamwork and harmony.

Although well co-ordinated and skilled, a great majority of students entering the school program for the first time from public school lack an interest in physical education. In spite

of the short term with the staff, it is not surprising to discover they have made significant gains. Many have made the transition from spectator to participant.

Mr. Wykoff explains why. "Our boys are guided by instructors who take an active interest in their work. There are no rigid class requirements. There is no pressure from the grading system. Through effective team-guidance, every boy is offered activities carefully geared to the 'growing limits' of his abilities. There are no demands placed on our boys to achieve goals beyond their reach; consequently, most of them experience success in some activity. Many of them for the first time are learning and enjoying new skills like weight-training and trampolining. Enthusiasm and participation in class are at a high level. The instructors are making it possible for a great many of our boys to really appreciate physical education for the first time."

Motivation is developed through ac-

ceptance of the boy at his present level. He may have been rejected by other groups. Friendliness is the instructors' key. Experience has taught them that it is the quickest way to gain a boy's confidence, which in turn, helps the instructors gain insight into some of the boy's problems.

John Smith is a typical example of how motivation is achieved through acceptance. When he first entered the physical education program, he knew nothing about the trampoline and he even doubted his ability. He was taught the basic stunts. Instructors made it a point to congratulate him. A week later, he was able to execute a routine including a difficult "one-and-a-half" somersault. "Here," said the lad, "a stud's accepted. He's got a chance to make out because the coaches will listen to 'im"; then with a deep understanding he commented, "Man, I never knew P. E. could be so much fun!"

The physical instructors treat the science of physical education as a laboratory of life experiences. Realism, for example, is demonstrated since the game you play on the diamond is very much like the game of life. You do your best, you co-operate with your classmates, and you learn the rules and play accordingly. So it is with life: you get the best results by giving your sincere efforts. The instructors set the stage for activity situations that demand instantaneous decision-making on a positive level which tends to promote attributes that have their counterpart in the realistic aspects of life's experiences, such as the home, church, school and community.

Mr. Schindler believes one of the big factors in the success of the physical education program is the set of well-defined aims and objectives, which are based on a friendly approach to the student in meeting his needs and specific problems.

He states, "Our instructors are not interested in why a certain boy is being detained at Juvenile Hall. They accept all students regardless of race, color or creed on equal terms with a friendly, helpful attitude. The boys are quick to sense this and show their appreciation by responding to the program."

The instructors possess similar ideals and philosophies. They do not look upon boys as incorrigible law breakers but rather, they attempt to project themselves into the boys' world and to realize that norm-violators, to some extent, are victims of modern society. They play the role of teacher, not reformer. They influence their students, not by commanding attention through authoritarian methods but by setting good examples of leadership. There is no penalty in competitive athletics at Juvenile Hall School. The incentives are praise, recognition and respect for the individual. In order to participate in sports or gymnastics, the student is required to maintain an acceptable code of sportsmanship. Should he fail to do so, he is relegated to the bench, counseled, then given another opportunity to participate in the activity.

The diversified program of activities takes into account individual differences and likes. For example, he may have a workout on the trampoline Monday, be scheduled in weight-train-

## NATIONAL GOALS AND HUMAN COMMITMENT

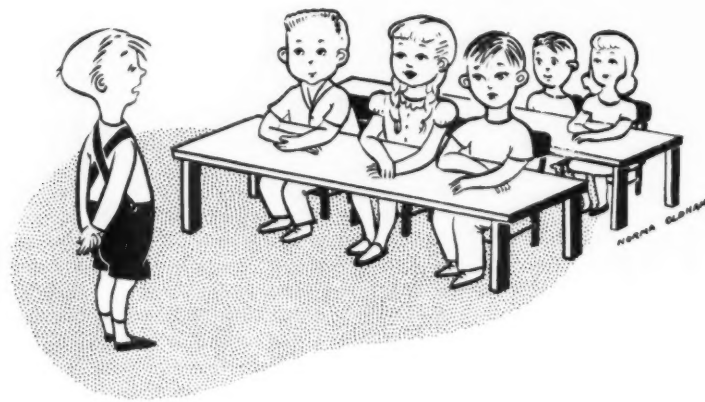
However much we may long for the assurances of yesterday, it is against a portentous background of continuing social, political, and cultural crisis that we must define the meaning of education for our society. When we ask the question of our educational responsibilities, the quality of our competence, the extent and depth of our resources, and the strength of our personal and collective commitment to education, we must not forget that we are threatened internally by bigotry, irrationalism, cynicism, complacency, and despair, and externally by an inordinate increase in the power of the totalitarian states and by the prospect of an apocalyptic destruction. And we must not forget that the decision for history is not already written into the necessary structure of events, but will be determined by the balance of statesmanship, of human commitment, and of disciplined and creative intelligence.

—STERLING M. McMURRIN,  
U.S. Commissioner of  
Education, speaking July 20  
at Harvard University.

ing on Tuesday, take gymnastics on Thursday and have a seasonal sport on Friday. Wednesday is reserved for audio-visual programs. These are correlated with the activities in the regular program. The testing which is administered is not complicated and serves as a guide to indicate general motor ability and interests for purposes of guidance in activity, especially with new students.

No physical education program is worthy of consideration if opportunities for student leadership are not present. Through the guidance-team approach, every boy is offered a chance to discover his potential leadership qualities, even though he may be classified by news writers in terms ranging from "juvenile delinquent" to "street-gang-killer."

In all young people there exists a creative spark. It is very possible that in the classes at Juvenile Hall School there may be another Parry O'Brien, a Rafer Johnson, or an Einstein; it may have been the faculty's privilege to have discovered his potentiality. ★★



"There are five boys in our family, counting my Grandmother."



# ... "and those who can't teach" ...

By Donald F. Caswell  
Los Angeles Examiner Education Editor

**B**Y THE TIME the average citizen is eight years old, he has heard and grown weary of every conceivable joke which could possibly be made about his name.

Virtually every teacher, before completing Pedagogy I, has wearied of the old wheeze about "those who can, do," et silly cetera.

Education editors are exposed to a switcheroo on this joke, ending: "... and those who can't teach become education editors."

I know not what course others may take, because some education editors do seem to qualify as the butt of this gag. But I plead not guilty to all counts of being a frustrated teacher.

It is true that police reporters often turn cop. Men on the court beats often are inspired to slug their way through law school in middle age. War correspondents take military commissions and labor editors go to work for unions.

As it happens, I have done all these chores and a lot of others without once feeling the slightest urge to leave the journalistic sidelines.

If, by some preposterous accident, I should be tapped for a teaching job, and all the degrees and qualifications should be waived, I'm afraid I'd want more money to teach than anyone would pay.

I might listen—just listen—to an offer of \$25,000 a year to start, contract raises to 50 G's in five years, followed by retirement at half pay on top scale. After that, we might negotiate the details.

Hours of 12 to 2 with an hour off for lunch would be nice, provided it was a duty-free hour with no playground supervision.

Fortunate indeed are the public schools that they have better prospects than this writer from whom to recruit their teachers.

None of this makes me think any less of the hundreds of teachers I have known in some 13 years of education writing. I do understand some of their rewards and motivations although I don't share them.

After coping with my 3-year-old grandson for as little as 20 minutes, I

*THE EDUCATION EDITOR is at once the creator and the symbol of increased public interest in schools. The growing number of California newspaper editors attaching enough importance to school news to make its reporting a full time assignment reflects the mounting community concern about quality education. Outstanding writing by the men and women who are assuming these positions are adding not only to this interest, but to understanding as well.*

*To acquaint CTA members with journalists who are the education editors in some of California's major daily newspapers, the Journal this month inaugurates a series of profiles of the writers, and a message from each one.*

*These men and women have the layman's approach to school problems, but develop sharpened appreciation and understanding through their constant contact with educators, school boards, and other citizens and groups. They must never permit themselves to relinquish their role as outsiders. They can and should be the educator's reporter, interpreter and, sometimes, his critic, but never his spokesman.*

*In this light, we asked each contributor to this series to choose his own topic and write something he'd like to say to teachers. Without expecting uniform and unanimous agreement, we think you'll enjoy reading what they have to say.*

—Editor



get the screaming fantods at the thought of caring for 35 to 40 other people's children all day.

Even if I could get past this barrier, I see others which would deter me from a teaching career.

First, there seems to be a wistful striving among teachers for something called Academic Freedom, which they never attain. It is hard to imagine any teacher who is entirely free academically, unless it might be those who teach bricklaying.

Come to think of it, even the bricklaying faculty might have to do some

Twelve years with the United Press, including four as a war correspondent in the Pacific, preceded Don Caswell's appointment as Los Angeles Examiner education writer in 1948. He was made education editor in 1955.

Don has written a regular Sunday column now captioned "Between Classes." He organized and still edits the Examiner Notebook, a 4-page tabloid current events weekly supplied free to all senior high school social science classes in the Los Angeles Area since September, 1959. He was granted the CTA-Southern Section Communications Award for school interpretation in 1960, and the National School Bell Award in 1961 as recognition for the special Sunday edition of the Examiner devoted to adult education.

A native Oregonian and University of Oregon graduate, Caswell worked briefly on La Grande and Eugene newspapers, then in the Salem, Spokane and San Francisco Bureaus of United Press. While in the Pacific war theater, his combat coverage included landings at Buna, Nadzab, Hollandia and Sansapor in New Guinea; battle of Bougainville around Empress Augusta Bay, hill fighting around Manila, and the invasion of Borneo. He covered the surrender ceremony aboard the USS Missouri, liberation of the POW camps, and General MacArthur's early civil administration in Japan, while at the same time setting up post-war United Press Bureaus in Melbourne, Sydney, Brisbane, Manila and Tokyo.

soul-searching when their students ask about joining the bricklayers' union.

Before you blow me out of the water by pointing out that journalists don't

enjoy Freedom of the Press, either, let me hasten to plead guilty. But newspapermen easily accept the fact that press freedom applies to whole newspapers, not to the reporter's right to unfettered prose.

Most of us, in many professions, can only hope for a compromise with conscience, accepting lesser evils in trade for worse ones.

There is every shading of this kind of barter, from total conformity to the wild heroics which keep a teacher—or journalist—on the brink of unemployment.

Secondly, the teacher can never really get out of his overalls when he goes home for the day.

There is always a next day, a next year, chained to the triumphs and failures of today and yesterday. The final result of each day's work is never really known until each student's fate leads him to the White House or the San Quentin Death Row.

Newspaper work, and other forms of show business, have the charm of impermanence. Each sunset wipes clean the slate, and there is never time to dwell for long on mistakes. Yesterday's newspaper is being used today to wrap fish.

Thirdly, the endless joining and com-

mittee work involved with teaching would be onerous to a constitutional non-joiner.

This objection is hard to distinguish from a possible fourth category of my distaste for teaching: the devious maneuvering, the politicking and sycophancy which often seem the only course to advancement.

Without trying to sound like the Superior Male, I suspect this factor is largely due to the female influence—dwindling, true, but still strong—in the "petticoat profession."

Certainly some of the girls seem to romp through this sort of thing like kittens in a creamery, with all the perverse enjoyment that a man can take in putting on the gloves with his best pal and exchanging a few clouts on the nose. Maybe it's much the same thing.

There are other minor drawbacks although, happily, most of them are definitely on the wane.

Certainly a teacher has more freedom in private life than in earlier years, when missing Sunday School or having tobacco breath meant trouble, and a married woman was considered the usurper of a man's job.

Salaries, working conditions, tenure and professional standards are still far

from the best, but all changes are for the better. If they lag behind the rewards in other lines of work, at least the trend lines seem to be converging.

In view of these confessions, you might think *The Examiner's* Education Editor is a poor target for news releases about teacher training and recruitment.

This is not the case at all.

I know a great many happy teachers who simply could not imagine themselves doing anything else. Each young generation contains many candidates for this condition of happiness in teaching, and it would be criminal to dissuade them from it.

Come to think of it, just the other day I spent a morning with a 14-year-old niece who has the teaching bug, taking her around UCLA and showing her what I could of the School of Education. We came back loaded with course catalogs and literature, and I hope she becomes a good and happy teacher.

And of course, none of the drawbacks outlined above make me think one whit less of my countless friends in the teaching profession.

They have my unstinting admiration—but no envy at all. And I know they would be miserable doing any other job, such as working on a newspaper. ★★

## Award-Winning TV-Radio Series Continues This Year

CTA'S AWARD-WINNING educational television series, "Why, Teacher?" will be resumed in October to continue for 15 weeks, followed by the new NEA series of 15 programs, "Parents Ask About Schools." Eleven California television stations and nine radio stations are scheduled to air the entire series. Several of them will continue the educational features into the summer of 1962 with rebroadcasts of successful programs.

Extension of the original 13-week series was arranged this year at the request of stations from Eureka to Yuma, based on favorable audience reaction during the last two years. Although "Why, Teacher?" was originally designed for television, radio station managers have indicated that it is one of the finest public service series they have broadcast.

"An innovation for the series this year will be the addition of several television

and radio news commentators on panels with press representatives from California newspapers," said Mabel N. Perryman, CTA radio-television director, who has coordinated production at the KRON studios from the inception.



"COLLEGE—OR ELSE" is the subject this group of experts tackled early this month in the video-taping of the first in a new series of "Why, Teacher?" programs to be telecast in California in October. Shown above, left to right, are Elmer Wells, education editor, Pasadena Independent Star-News; Alexander Bodi, editor, Palo Alto Times; Tom Mullabey, director of public affairs at KRON and moderator of the series; Dr. Ralph Tyler, director of the Behavioral Sciences Center at Stanford; and William Delkener, teaching counselor at Santa Monica high school.

Among newsmen who will be booked for appearances this year will be a number who have received national recognition and awards, including John Swett Award and School Bell Award winners.

Harold P. See, manager of KRON-TV, San Francisco, won the NSPRA School Bell plaque in 1960 for the station production of the CTA series. All the other 19 participating stations won citations simultaneously.

"Why, Teacher?" was cited in *Inter-*



action. national television and radio publication, as "one of the nation's outstanding public service series."

One of the significant results of the programs, in which two educators normally face two questioning newsmen before the microphone and cameras, is that media representatives are getting enlightened views on major issues in public education. Editorials and education news features are frequently written about the people and the subjects as follow-up after local broadcasts. The managing editor of a Bay Area newspaper brought his own photographer to "shoot" the participants in a program and the picture appeared in the paper in a three-column spread.

Local cooperation of newspapers with the schools has been strengthened in districts from which program participants have come. Repeatedly, news representatives have expressed appreciation for research and informative materials obtained from CTA headquarters which have provided authoritative approaches to school subjects.

Tentatively scheduled to appear in the series this year will be Dr. Harry McPherson, superintendent of Napa city schools and senior member of the textbook committee of the State Curriculum Commission; Dr. Ralph Tyler, director of the Behavioral Sciences Center at Stanford; Dr. William G. Carr, NEA executive secretary; Dr. I. James Quillen, dean of the school of education at Stanford University; Henry Wright, architect and member of the AASA school planning commission; Dr. Arthur F. Corey, CTA executive secretary; Dr. Kenneth R. Brown, CTA professional services executive, and Dr. Robert N. Bush, professor of education at Stanford.

These educators, sometimes paired with classroom teachers, will discuss such subjects as textbooks, the pressure to attend college, the meaning of American heritage, teacher load, school buildings, and meeting school costs in California. Other provocative subjects on tap include the meaning of IQ, life adjustment, outside influences on education, home economics, academic freedom, English, and community resources and the school.

The television stations signed up to continue the "Why, Teacher?" programs include KERO, Bakersfield; KIEM, Eureka; KFRE, Fresno; KRCA, Los Angeles; KVIP, Redding; KXTV, Sacramento; KSBW, Salinas; KOGO, San Diego; KRON, San Francisco; KSBY, San Luis Obispo; and KIVA, Yuma,

Arizona (covering California's Imperial county).

Radio stations lined up to air the programs include KFRE, Fresno; KFOX, Long Beach; KDAY, Los Angeles; KVIP, Redding; KRAK, Sacramento; KITO, San Bernardino; KNBC, San Francisco; KVEC, San Luis Obispo, and KSCO, Santa Cruz. In each case, day and hour of broadcasts will be publicized locally.

School districts, colleges, community organizations, P-TA, and teacher associations have requested copies of kinescopes (film with sound) for use at meetings and conferences. Some universities have used the shows for rebroadcast on their own radio and TV systems. Such

showings are normally followed by general discussion and questions addressed to local educators. Mrs. Perryman's records at CTA show that films were booked for an average of three showings a week to audiences ranging from 25 to 1500 persons.

The CTA booklet and new supplement on "Audio-Visual Materials," which includes details about the "Why, Teacher?" programs, are available without charge from the Burlingame headquarters. Requests for program bookings, on which return postage only is required, may be addressed to Public Relations, Radio-TV, California Teachers Association, 1705 Murchison Drive, Burlingame. ★★

## Pen Pals

INTERNATIONAL correspondence plays an important role at all levels of education; it unlocks storehouses of new experiences, understanding, and friendship and contributes to the peace of the world. With this in mind, the International Relations Committee encourages California teachers to foster the cause of the People-to-People Program by writing to foreign correspondents and by urging students to do likewise.

The organizations listed below, compiled by Franklin Brown of Palo Alto, can be of some assistance in securing pen-pals.

1. *Caravan of East and West, Inc.*, 132 East 65th Street, New York 21, N. Y.; Age Group: 6-15, 15-20, and adults; Countries: Approximately 50; Cost: \$1, which includes a subscription to *The Caravan*.

2. *International Students Society*, Hillsboro, Oregon; Age Group: 12-22. Specializes in high school and college students; Countries: 133; Cost: 20c each minimum order of five. Group orders preferred; Languages: English, French, German, Spanish. Correspondence in these languages is encouraged.

3. *International Friendship League*, 40 Mt. Vernon Street, Boston., Mass.; Age Group: Age groups through high school; Countries: over 100 in the "free world"; Cost: 20c each for students under 19 years of age.

4. *Inter-Scholastic Correspondence Dept.*, Student Forum on International Relations, P.O. Box 733, San Francisco,

**CTA International Relations committee encourages letters to other countries.**

California; Age Group: 13-19; Countries: All European countries west of the "Iron Curtain," also some in Australia, Africa, Asia, and South America; Cost: 25c per name except for lists sent in by schools or groups when fee is 10c per name.

5. *Letters Abroad*: 695 Park Avenue, New York 21, N. Y.; Age Group: 15 and up; Countries: Many countries in the "Free World"; Cost: No charge. Send stamped, self-addressed envelope.

6. *Pen Friends Committee*: English Speaking Union, 19th East 54th Street, New York 22; Age Group: 11-15; Countries: Largely Great Britain; Cost: No charge, teachers are urged to send in names of a group of pupils, stating age, sex, and interests.

7. *Student Letter Exchange*: Waseca, Minnesota; Age Group: 10-20; Countries: About 40; Cost: 25c for foreign names; 10c for U.S. names.

8. *Children's Plea for Peace*, World Affairs Center, Univ. of Minnesota, Minneapolis 14, Minnesota; Age Group: Correspondents 8 to 18.

9. *Letter Writing Committee of the President's People-to-People Program*. Chairman: Mrs. Ray Archer, The World Affairs Center, Minneapolis 14, Minnesota.

10. Additional names and addresses of overseas "pen-pals" can be secured from a list of agencies published in *Resource Handbook*; American Association for the United Nations, 345 East 46th Street, New York 17, N. Y.; 1957, 19 p., 15c. ★★



# Defending the Windmills

By Robert Belknap



**Influence of teacher education institutions will end  
journalistic jousting over "how to" versus "content".**

**F**OR AT LEAST the past score of years a disproportionate amount of talent, time and energy has been spent in tilting "educationist" windmills and in the heroic defenses of these windmills. Time was when this could be tolerated as a harmless leisure-time activity, but the cardinal urgency of present demands for more efficiency in the educational process makes today's continuation of it untenable.

During my twenty-plus years as a public school teacher and administrator, I sat in awed wonderment as the battles ebbed and flowed over: whether "Look-Say" or phonetics was *the* way to teach reading, whether homogeneous or heterogeneous grouping was *the* way to assign pupils to classes, and whether or not irreparable damage was being visited upon defenseless children through their aimless wanderings in the morass of Progressive schools where the callow Deweyite teachers were greeting them inanely each morning with a "What shall we play today, children?"

During the thirties and early forties as I toiled with my pupils in small schools of rural Oregon, I used phonics and I also used word memorization; and not only that, I taught syllabication, context clues and a host of other means for identifying and learning strange, new words. Sometimes I grouped my pupils one way and sometimes another, and frequently we discussed on a man-

to-man basis how we wanted to approach the learning task I (or the course of study) had determined should be next mastered. All during this period, I was eternally grateful that I was privileged to work in schools where this was the pattern rather than in that educational wasteland of the cities where, I read, horrendous atrocities were being carried on under the guise of progress.

Later, I moved to the metropolitan area near Portland with somewhat of a feeling of dread, for surely here must be the pitiful products of these abominable schemes. Great was my relief when I discovered that even here phonetics was not a lost science, children were grouped in systems that lessened the heterogeneity of the classes without at the same time establishing a caste system, and best of all, the teacher was still guiding the learning tasks of her pupils (albeit sometimes in a somewhat sneaky manner in which the youngsters thought they were doing the deciding).

Old-timers in the region soon set me straight that this was not the bailiwick of the capital "P" progressives. I learned that the schools of this area had modified their programs somewhat through the years, but had never gone beyond the middle-of-the-road. It was, in fact, only in California and a few widely scattered (but unidentified) Oregon schools that "educationists" had really gone overboard on most of this stuff.

In the mid-fifties, I moved my family to California, delighted that at last I would be able at first hand to observe how completely inferior the schools of that state were to the conservative edu-

cational programs I had been associated with, and secure in the knowledge that I could tutor my two children so that they would get at least the rudiments of an education. However, I found things were not at all "typically California" (due, I soon learned, to the scholarly influence of the University which dominated the town), and both children continued to learn at a highly satisfactory rate.

My doctoral studies completed, we moved south a couple of counties, and great was my surprise to find that the schools here were also using the same old conservative, multi-method reading instruction, the same general philosophy of pupil grouping, and the teachers were still dictatorially addressing the children to adult-devised curricula. Inquiry subsequently revealed that this was because this city had always been a somewhat conservative agricultural community and had never gone overboard the way a lot of other places had.

Two years ago I joined the staff at San Fernando Valley State College and moved to Los Angeles. Surely this largest of all school systems, located in the heart of radical Southern California, must be the epitome of the Progressivism for which I had searched all these years. Here I would see the empty shells that had played their way through the meaningless trivia of child-centered nothingness. My children would undoubtedly suffer from a lack of opportunity to learn in these schools where nothing was being taught, but once again I was secure in my con-

(Turn to page 21)

*Dr. Belknap is assistant professor of education at San Fernando Valley State College, Northridge.*

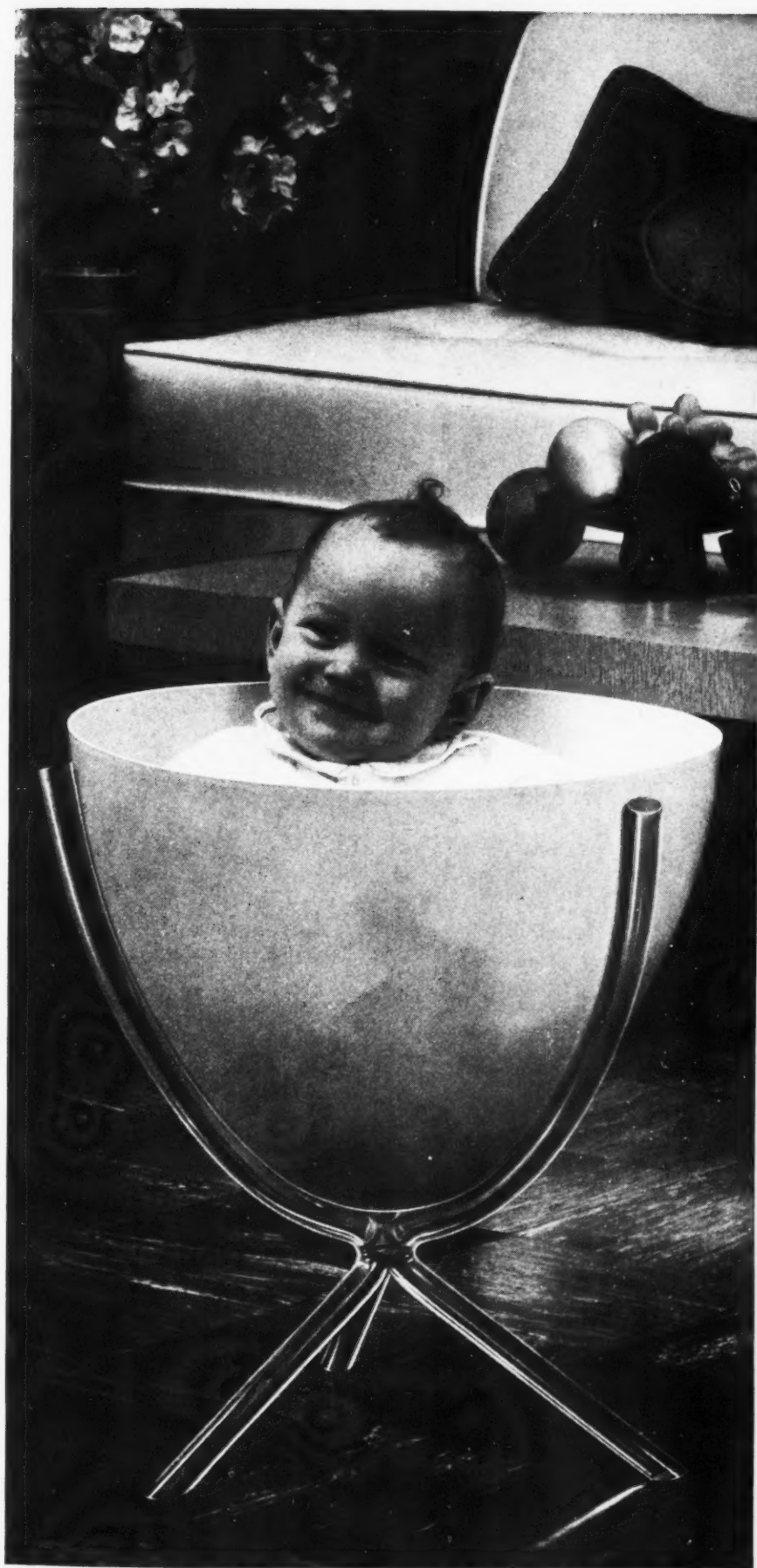
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1961



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## DEFENDING THE WINDMILLS

(Continued from page 18)

fidence that I could tutor them in the good, old-fashioned method that looked upon school as a learning situation rather than a playhouse.

Once again my search for the dragon came up with only another good educational program, but this time I can find no ready explanation as to why the schools here are as they are. I can't think it is the cultural influence of the distant University (great as this is) that has held the line here; agriculture doesn't appear to be prevalent enough to be a steadying influence; it can't be the conservatism of the old-timers who run the community, as it was in rural Oregon, because there aren't any old-timers here that anyone can identify. Still empty-handed, but now knowing of no further lairs to search out, I am left no alternative but to conclude that the fearsome creatures I had read about were no more substantive than the windmills of that earlier crusader.

Certainly I have seen instances of poor teaching and some of this was taking place in classrooms where there was too much "child-centering" and too little teacher leadership. On the other hand, a considerable portion of it was taking place in classrooms where the converse was the case. However, I believe that in a vast majority of the poor situations I observed, neither of these was the primary cause of the lack of success of that teacher, but was rather a handy corollary that could be seized upon by an extremist critic from the opposite camp if one of these chanced to observe it. Thus, beautiful diatribes came to be written and heatedly argued, and it mattered little that they were based for the most part on evidence no more scientific than that of deducing from the fact that, because one white dog is rabid, it therefore follows inevitably that all white dogs are to be looked upon askance.

Now that my center of interest has shifted from public school education to teacher training, I cannot but have nostalgic feelings as I watch would-be knights among the literati raise the windmill of teachers surfeited with "How to Teach" courses, but with no knowledge to impart—a specter of such frightening proportions that it is arousing a clamor among the frightened populace (including, perforce, many

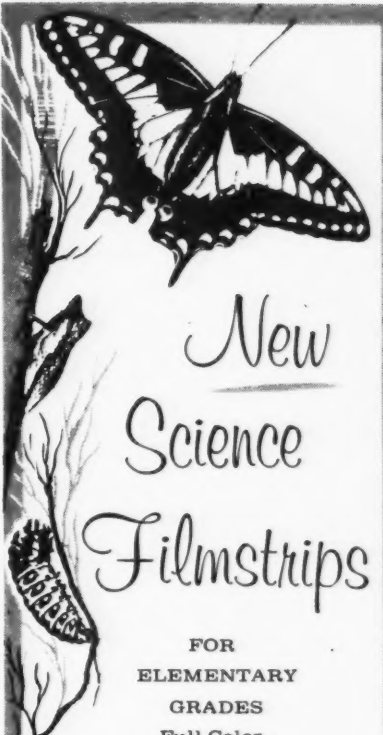
state legislators) for the brave knights to defend us.

For a decade and a half, as a public school administrator, I employed and supervised the work of several hundred teachers. I watched several thousand graduates of these schools move on to higher endeavors. I witnessed my own children's progress. During this time I saw excellent teachers and I saw others who were abominable failures. I saw students who moved on to outstanding careers in higher education and elsewhere. I also saw students fall by the wayside. However, I have yet to meet that current dragon of the literati—the wave of teacher's college graduates who can impart nothing to their students since all they did during their misspent college lives was to repeat over and over a series of "How to" formulas, and so acquired no worthwhile knowledge themselves.

California, I learn from popular magazine and newspaper writers—and indeed from our estimable legislators—is in the forefront in this "calamity." Teacher trainees here, one is told over and over, are required to spend a major portion of their college preparation in studying "How to," and are thus denied any opportunity to learn content. Wide and loud is the clamor to legislate out of existence the courses in professional education. The first impulse of the professor of education who has spent a decade or two in supervising classroom instruction is to grab the nearest lance and rush to defend this windmill. Certain it is that he has seen far more knowledgeable teachers fail because of an inability to communicate their knowledge than of the failures he reads about who know "How to" but nothing else.

One could be led to think, "My own institution is doing a good job, but just over the next hill lies a wasteland, ravaged by this monster." However, memories of past jousts witnessed, and the futility of the search for the home of these dragons, tends to foster a certain air of skepticism. The pattern seems all too familiar. The conservatism of middle age has made its mark. So, before summoning my horse and armor, I am moved to an examination of what is the practice of California's teacher training institutions.

Such an examination brings to light some revealing facts, and raises some interesting possibilities as to where and over what the battle should be joined. Dr. James C. Stone, in "Cali-  
(Turn to page 37)



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by Frank O. Copley

Foreword by Richard Pearson  
Executive Vice President, CEEB

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Professional questions answered by

HARRY A. FOSDICK

CTA Public Relations Executive

### Tenure start unsettled

**Q.** In the September Journal you stated that the new law extending tenure to districts between 250 and 850 a.d.a. is not effective this year, and that the first probationary year toward mandatory tenure will be 1962-63. Our county counsel has ruled that this year will count toward our three consecutive probationary years. Can you explain this difference?

**Ans.** I agree completely with your county counsel, but the issue is not yet settled. I had written the original answer for September expressing this opinion, but while I was on vacation, the legislative counsel's opinion (not the CTA attorneys') reached the office, and the answer was changed to correspond with that opinion.

The legislative counsel held that, since your contracts were signed before the law takes effect, this would not count as a probationary year. On the other hand, if a teacher is employed late (after September 15, effective date of the law), he would serve 75 per cent of the days the school is in session and this would be the first probationary year.

Your county counsel and I agree that this argument is invalid, since it is never determined whether or not the district comes under the provisions of mandatory tenure until the end of the year when the average daily attendance for the whole year is computed. When the contract is signed, we believe, should have no influence.

An opinion by the Attorney General is being requested, and until that is forthcoming, we should consider the question unsettled. Meanwhile, don't delay preparing personnel policies appropriate for a tenure district. This may be the first probationary year.

### Notice of reassignment

**Q.** When there is a major change in a teacher's assignment, what procedure should be followed in informing him of the change? When and how should he be

told? What is the ethical way to handle such transfers? I ask because I am incensed that one of our members was removed from his counseling duties (a major assignment) and was not notified until he received his assignment slip by mail in August. No complaints had ever been made regarding his counseling services, and no administrator had ever discussed a possible change of assignment with him. It seems to me that simple courtesy would have dictated that, as a minimum, the principal call him in and explain that the change was being made and why it was being made. I doubt that clerks in Macy's basement are shuffled about without first being interviewed by the personnel director. Teachers merit consideration, too!

**Ans.** You have partially answered your own question, logically and eloquently. There is, of course, no legal basis for appeal, but we should be able to practice far better personnel administration than you describe.

The Code of Ethics for California Teachers states that the professional teacher "Acts with consideration in his contacts with fellow teachers." If the change of assignment was based on dissatisfaction with the teacher's work in counseling, the administrator was obligated ethically to have discussed the problems with the teacher and to have given him time and assistance to correct the alleged deficiencies. This responsibility is made clear in the statement on "Administrator Ethics in Personnel Matters," to which all organizations of school administrators in California have subscribed.

If the transfer was strictly for the convenience of the district, the teacher deserved the preliminary explanation you suggested. It's apparent that your district, like many others I know, needs a clearly defined policy for assignments and transfers. I hope your chapter professional relations committee is working on some recommendations which might prevent similar inconsiderate acts in the future.

### Study hall supervision

**Q.** In our school secretaries and, on occasions, bus drivers have been assigned to supervise study hall. Is this permissible the same as having non-certificated persons supervising playgrounds during noon periods?

**Ans.** No, classified employees may not be assigned to supervise study hall. In the first place, such practice does not correspond with modern concepts of the proper function of a study hall teacher

(Turn to page 31)



Share this feature with your colleagues; extra copies are available from the NEA. The article is being carried in the NEA Journal and in certain state association journals. Photos are by Carl Purcell, unless otherwise indicated.



### A PROFESSION ON THE MOVE

# “We Had No Idea...”

These often repeated words express the surprise of visitors to the headquarters of the National Education Association at the magnitude and range of the Association's activities.



EVERY day is visitors' day at the headquarters of the National Education Association in the nation's capital. In fact, on occasion, the building at 1201 Sixteenth Street, N.W., bears a strong resemblance to a busy convention headquarters.

Conferences large and small draw education leaders from near and far. Association members visit the building by ones and twos or pour in by the dozens from huge chartered buses.

Groups of classroom teachers and school administrators from other lands are an almost daily sight. Last year alone, 552 foreign educators on official missions to the United States came to the NEA. Many of them were among the top ranking teachers and administrators of the seventy-five countries from which they came. An even larger number of foreign educators visited the NEA in some unofficial capacity.

And those who can't come in person write or phone by the thousands. In a normal working day, 11,000 pieces of mail are delivered to sixty-seven offices in the NEA Center and more than 2000 telephone calls come in through the switchboard. A great many of these letters and calls are requests from typical NEA members, officers and staffs of affiliated associations, or officials of school systems who have problems:

- A school in Iowa is revising its methods of reporting to parents. Will NEA provide information and guidance?
- A superintendent in Kansas has been dismissed. Will NEA investigate?
- Salt Lake City schools have a reading problem. Will NEA send a representative to be present at a public meeting?
- A teacher in New York has been denied tenure. Will NEA send a staff member to investigate a possible case of discrimination?
- A speaker is needed for a dinner honoring teachers about to retire in Springfield, Massachusetts. Will NEA provide one?
- Before appearing before a committee of the state legislature, the executive secretary of a state association wants a detailed comparison of the returns per dollar invested in each state school retirement system.

These requests give only an inkling of the many activities triggered at NEA headquarters by the needs of teachers and of American education. After ninety members of the New Jersey Education Association had observed the NEA Center in action for two days recently, Walter J. O'Brien, their field representative, wrote, "Our people repeated themselves over and over again saying, 'This visit opened our eyes; we had no idea that NEA was working on so many fronts.'"

Those of you who have not had a similar opportunity to see things for yourselves may be interested in knowing more about NEA's activities on behalf of you and the young people you teach. Let's look at five important areas of Association endeavor.

### Legislation

NEA is the American teacher's major legislative representative and spokesman in the Congress. In 1954, largely through the work of the NEA, the Mason

Bill was passed by Congress, granting substantial reductions in federal taxes paid by teachers on retirement income.

Clara Friedman of New York City says, "... the Mason Bill has helped thousands of our retired teachers, including myself. Before the bill was enacted, I had to pay a substantial amount in federal income taxes, but after its passage I paid \$240 less."

The \$240 that the Mason Bill saved Miss Friedman in one year totaled more than she would have paid in dues had she belonged to the NEA for the previous ninety years. And now the NEA has proposed another measure to Congress which will bring the Mason Bill up to date and extend it.

Other tax legislation fostered and backed by the NEA has made it possible to deduct from federal taxes many summer school costs as business expenses. It is estimated that American teachers saved \$20 million this year as a result of this change in Internal Revenue Service tax regulations.

To give just one example of the individual benefits involved: Nora H. Karstetter, a teacher in Lock Haven, Pennsylvania, who attended summer school in 1959, was able to save \$95 on her income tax for that year.

Says Mrs. Karstetter, "This one activity of our national professional organization saved me enough to pay my NEA dues for nine years! These benefits do not just happen: Such individual and professional gains are possible only because of the work of our professional organizations."

NEA not only works for passage of desirable legislation but it helps members understand how new laws and regulations affect them. Gene A. Geisert, principal of the Burnham Junior High School in Sylvania, Ohio, is a case in point. He was told by his local tax office that he could not deduct for income tax purposes transportation costs for commuting between home and the university where he was taking graduate study classes unless he remained at the university overnight.

Since he was returning home each night, a hoped-for deduction of \$700 seemed out of the question until he read an article in the March 1960 issue of the NEA JOURNAL which said he could deduct such expenses. He wrote to the author, a member of the NEA Research Division staff, who sent him a copy of a document (cleared by the Internal Revenue Service) which had provided the basis for the statement in the magazine article. A short time later he wrote this letter:

Thank you for your prompt reply to my inquiry on the deductibility of travel expenses between home and classes in another city. Upon quoting from this information, I was granted this deduction which had previously been denied.

Once again I am thankful for the work of NEA.

Eventually, inevitably, general support legislation for schools will be voted by the Congress. When such legislation is passed, it will be because of the relentless efforts of NEA over a long period of time. For the first time in recent history, the President of the United



*NEA is the American teacher's major legislative representative and spokesman in the Congress. Here an NEA key contact from one of the country's 437 Congressional districts is discussing educational legislation with a Congressman in his state.*

States and other high officials are actively seeking general federal school support. It is known that some of the leaders first became interested in this subject as a result of NEA information which was brought to their attention. When federal support does come, its value to schools and to the teaching profession will far exceed years of professional dues paid by NEA members.

### ***Teacher Welfare***

Many activities of the NEA are related to the welfare of teachers. Not so indirectly, these activities also affect the welfare of education, for when schools are able to pay adequate salaries and provide good working conditions, they can attract and hold skilled, well-

educated professionals who are able to give the best of themselves to their pupils.

Since 1948, teachers' average annual salaries in America have advanced faster than the income of all employed workers. This progress has been accomplished by members of the profession working together through their local, state, and national professional organizations. Local and state leaders say that NEA's national salary goals, research data, national salary school, and salary consultants have been important factors in making these nationwide gains.

This year and next, the teachers of Sioux Falls, South Dakota, have raises varying from \$500 to \$750, thanks to salary studies participated in by the local

association, the board of education, and an NEA salary consultant.

Following the adoption of the new schedule last March, Martin J. Reinecke, chairman of the local salary committee, wrote the NEA salary consultant:

... Surely we did what pushing we could here, but you gave the shots that were needed. Just how one would go about thanking you and NEA, I don't really know. A simple "thank you" seems so small. Though few of the teachers here have seen you, they know you by name, and the members of the board certainly are thankful for your advice and help.

Mr. Reinecke's enthusiastic letter, testifying to the value of the work of NEA salary consultants, is only one of many in the NEA files.

Last year salary consultant service was extended to seventy-seven local, state, and regional associations. In almost every case, salary improvements have taken place.

Ensuring fair treatment of teachers is another NEA aim. One effort on this front has been that carried on through the Joint Committee of NEA and the National School Boards Association. The committee has

been encouraging the publication and adoption of written school board policies as a means of improving school board practices. It has published a reference manual to provide guidelines for school districts seeking to develop their own written policies. This constructive approach to the development of fair and clearly understood school personnel policies will promote better working conditions and reduce the causes of friction and misunderstanding.

At the request of a local association, made through its state association, NEA's National Commission on Professional Rights and Responsibilities (a combination of the former Defense Commission and Tenure Committee) stands ready to explore troubles arising in school systems where professional ethics or justice may have gone awry.

For example, in mid-December 1959, the New Mexico Education Association requested NEA to investigate a controversy which developed in Santa Fe over the issuing of teachers' contracts. The investigation revealed that the controversy went beyond the question of contracts and was related to the whole personnel policy of the Santa Fe school system.

*NEA research data, presented in various forms, are made available to individuals as well as to groups. About 200,000 individual requests for information and materials are filled by the NEA each year.*





The final report issued by the commission in January 1961 contained the investigation committee's forthright recommendations for constructive action by the community, the board of education, the school administration, and the teachers.

After studying its recommendations, Archie Bussell, president of the Albuquerque Classroom Teachers Association, commented, "The arrival of the commission's report resembled the arrival of rain on the desert shrubbery of the great Southwest. It's good for the climate, and most of us came here because of the climate."

Investigations like the one in Santa Fe are continuing activities of the commission. The value of such investigations is preventive as well as remedial, since the knowledge that the commission's services are available undoubtedly prevents many unfortunate situations from arising.

### **Research**

Since 1922, the NEA Research Division has performed vital research functions. Some of these go almost unnoticed because they are designed to reinforce or strengthen state and local programs.

One state association this year placed its program before the legislature in writing in a twenty-four-page illustrated booklet. The information appearing on six of the twenty-four pages gave credit to the NEA Research Division for the basic data.

Through the NEA Research Division, the organized profession collects data at one central point for use throughout the nation. If no central service existed, state and local groups would duplicate each other's efforts, the results would not be uniformly reliable, and American teachers would pay for collecting the same data many times over.

The reliability of NEA data is well known. Last year, NEA representatives presented research data in appearances before the platform committees of both political parties.

After NEA President Walter W. Eshelman completed testifying before one of the platform committees, a committee member and prominent American commented, "May I say that I think that NEA has rendered the country an immense service."

Another member, referring to the testimony as "a splendid document," invited NEA to use the data contained in the statement to draft a specific proposal on education which could be considered for the party's platform.

Research data, presented in various forms, are made available to individuals as well as to groups.

Take the case of a teacher in Waterloo, Iowa, who was slated to make a talk to a local civic group on an educational subject. When a colleague suggested that she write to NEA for help on the assignment, she felt dubious that the NEA would want to be bothered. However, she did send a request by post card which within two days brought her a professionally produced film on the subject of her talk. Her reply: "I will never again think of NEA as an organization which is



*Modern communication techniques, including motion pictures and varied publications, help the NEA to disseminate information among its members and to interpret the profession to the public.*

too far removed from the firing line to help a teacher with a practical problem."

About 200,000 individual requests for information and materials are filled by NEA each year.

### **Fact Distribution and Interpretation**

The NEA is the national voice of the American teacher. Its joint committees with such groups as the National Congress of Parents and Teachers and with the American Legion provide a valuable means by which the Association contributes to better understanding between the profession and the public.

Another important means is the NEA Division of Press and Radio Relations, which maintains continuous contact with national magazines, press services, and TV and radio networks.

One day last year the publisher of a national magazine with a circulation of 2.8 million readers called the division. "We want to do an editorial feature on the American school system and the role of the federal government. Can you give us some help?" he asked.

The next morning an NEA staff member was in the publisher's office with complete factual information

on the issues, status of schools, teachers, and the provisions of pending school legislation. An excellent editorial resulted, which concluded with these words, "Now is the time to insist that Congress stop playing politics with our children's future."

In 1960, *The School Story*, a series of thirteen half-hour films interpreting the public schools, was made available by NEA to TV networks and stations across the country. The series, shown by 220 TV stations as a public service, was seen by an estimated audience of over forty million. The commercial value of the donated time at regular rates was approximately half a million dollars.

R. W. Welpott, vice president and general manager of Philadelphia's NBC station, WRCV-TV, had this to say about the series:

... We thought so highly of these half-hour programs that they were broadcast twice in the past year.

Your most recent series, *Parents Ask About Schools*, will be shown on WRCV-TV in the very near future.

We are delighted with the cooperation received from your organization, the Pennsylvania State Education Association, and the New Jersey Education Association. We are looking forward to continuing the fine relationship which has developed so profitably for the audience we are privileged to serve.

*The Secret of Freedom*, a one-hour program revolving around a school board referendum, written by Archibald MacLeish, was seen by fifteen million Americans in six million American homes last year. It was followed by a one-minute special message by Executive Secretary William G. Carr, who congratulated the author and the network "for spotlighting with such power and eloquence the nation's often forgotten problem—the need for quality education."

Since the expanded program was approved and dues were increased in 1957, an Editorial Information Center has been established in New York City to

serve as a communication outlet for the Press and Radio Relations Division. This office works with radio, TV, press services, and magazines to get the story of schools and teachers before the public. Its efforts are rewarded by having radio, TV, magazines, and newspapers include information on schools and teachers in their shows, commercials, editorials, and news stories. In addition, the office encourages special programs.

Last year a number of prominent TV personalities was asked to form a committee to encourage citizens to visit their schools during American Education Week. Actress Donna Reed headed the committee, which included such prominent personalities as Steve Allen, Leonard Bernstein, Pat Boone, David Brinkley, Walter Cronkite, Bob Cummings, John Daly, Dave Garroway, Chet Huntley, Sam Levenson, Art Linkletter, and June Lockhart. As a result of their efforts, NEA produced three one-minute radio and TV spot programs for use of all the major networks.

Three national networks—the American Broadcasting Company, Columbia Broadcasting System, and the National Broadcasting Company—used nineteen radio spots and twenty TV spots during American Education Week. Many of them were on large audience shows. In addition, many local affiliates used the spots. One network alone sent them to 189 local stations. At regular commercial rates, the value of the network time for this one venture was \$425,000 exclusive of the local time.

### **Improvement of Instruction**

Since its founding over a hundred years ago, the NEA's unwavering aim has been to raise American education to higher standards of excellence. Unquestionably, the Association has been a mighty force in the improvement of schools.

Its interest and work in every aspect of the edu-

*Local and state leaders say that NEA's national salary goals, research data, national salary school, and salary consultants have been important factors in making nationwide salary gains.*



ational spectrum has resulted in a tremendous flow of materials. The NEA's list of current publications contains over 1000 titles, prepared in response to a need for authoritative information and interpretation on specific topics.

The Association's official magazine, the NEA JOURNAL, is a rich source of help for classroom teachers and school administrators who are alert and seeking ways to improve practices and keep up to date with new ideas. Dealing with many areas of education, it serves all educators whether their fields of endeavor involve kindergartners or graduate students.

In its files, the NEA JOURNAL office has hundreds of letters and comments from classroom teachers, school administrators, and college staff members testifying to the many ways in which the magazine helps them do a better job.

Beulah Crenshaw, a homemaking teacher in Lincoln Junior High School, Carbondale, Illinois, had this to say, for example:

Is there any limit to the ways teachers can use the NEA JOURNAL? Yesterday I started jotting down the various ways in which I use the magazine and the list was amazing.

The JOURNAL provides a host of new ideas: inspirational articles (and how I do need inspiration at times); facts—and the figures to support them—which enable me, a busy classroom teacher, to answer the dozens of questions that are continually popping up on educational issues and trends.

As never before, teachers need to keep abreast of the swiftly changing education scene. By means of publications and conferences, the Association works constantly to help them in this task.

As a case in point, the NEA Department of Audio-visual Instruction distributes information on the great variety of mechanical teaching devices now flooding the school supply market. It issues descriptions of the various devices and explores whether their use is consistent with acceptable principles of learning theory.

Since it was issued a year ago, DAVI's 700-page publication, *Teaching Machines and Programmed Learning*, has become a best seller. Educators obviously recognize the value of materials such as these—prepared by experts who have no ax to grind.

As one of its corollary activities, DAVI teamed up with the American Association of Colleges for Teacher Education on a national conference to consider how new media and instructional devices might be used to make instruction more effective in as many American classrooms as possible. The national meeting was followed by a series of regional conferences.

Many articles could be written about the fruitful labors on behalf of improved instruction that are being carried on by other NEA departments, committees, commissions, councils, and divisions. Cited here are a few random examples:

Last year the NEA Travel Division organized educational travel tours to sixty foreign countries. All the tours were designed to serve the special needs and interests of teachers; many of them carried college credit.

A special program was organized by the NEA In-

ternational Relations Committee last summer that enabled more than 1200 teachers from all parts of America to see what goes on at the United Nations in New York City.

The Council for Exceptional Children (NEA) is now engaged in developing a comprehensive review of research on problems of emotionally disturbed children to supplement textbooks in this field.

Field experiments are being conducted by the National Council for the Social Studies (NEA) to define educational objectives and to suggest curriculum content and organization of the curriculum for modern programs for the social studies.

A series of regional conferences devoted specifically to the improvement of instruction has been welcomed by educators throughout the country. Starting in 1951 with the first one at Toledo, Ohio, these conferences have brought together hundreds of carefully selected persons representing all levels of education and all subject matter fields.

Many comments made by these participants testify to the inspiration and practical help that the conferences provide. For example, here are some of the many comments that were made following a recent regional meeting:

- I have received information I can use to great advantage.
- Every minute was stimulating and inspiring. These conferences can't help but make us better teachers.
- Compared with some meetings I've attended in my life, this was *filet mignon* rather than hamburger.
- This conference not only has filled me with the desire to be a quality teacher but has given me some signposts showing me the way.

In addition, the Association is carrying out special studies and projects designed to improve instruction. The current one of perhaps the broadest scope is its two-year Project on the Instructional Program of the Public Schools, which is seeking to determine the direction that public elementary and secondary education should take in the sixties and how it can best move in that direction.

Other ongoing projects have the following objectives: to define problems and suggest programs to meet the needs of academically talented pupils; to analyze the effects of automation on society and education; and to summarize the most significant educational research being carried on in other countries and the translation into foreign languages of the more significant educational research being done in the United States.

Other Association studies designed toward the improvement of instruction cover such subjects as: careers in mathematics and data processing for distribution to pupils and teachers; the school problems found in large cities caused by population mobility and cultural clashes; determination of the place of testing in the school program; school dropouts; the improvement of the competence of school administrators; the improvement of standards, methods of selection, and training





LOOK Magazine Photo

*Understanding, competent, and happy teachers who are helping to raise American education to higher standards of excellence—this is an unwavering goal of the NEA and its affiliates.*

of elementary school principals; identification of guidelines that will help local school systems make wise decisions for changes in school programs; evaluation of present facilities for science instruction and preparation of materials to assist teachers in keeping science teaching up to date; the controlling purposes of American education; and authoritative research relating to the identification of teacher competence.

As a result of these projects and programs, more and more teachers agree with Marian T. Schwejda of Casper, Wyoming, who recently wrote this letter to the NEA:

If I were actually as eloquent and creative a writer as I wish I were, I doubt if I could adequately express my admiration and thanks for the vast amount of help and inspiration I have received from NEA through its many departments, activities, and publications.

To assess the value received in terms of money is impossible, but it is assuredly many times greater than the dues I have paid.

The teaching profession is on the move. Through NEA and its affiliates, it is moving forward on a variety of fronts to improve the quality of American schools and to improve working conditions for teachers. If you agree with these purposes—and what teacher doesn't?—you are invited to join with your 766,000 colleagues from all parts of the nation to hasten the day when every American boy and girl has a truly adequate school opportunity, when all schools provide good working conditions, and when teaching is recognized as a fully mature profession with the compensation to match.

Individually we often can do little; working together in our professional organizations there is no limit to our achievements. On this basis, the NEA moves forward on a Membership Breakthrough Campaign to enroll "A MILLION OR MORE BY '64."

Great strides have been made in recent years. But we are not as effective as we can be and we are not moving as fast as we must move. Past gains can be extended and our goals achieved earlier with a million or more active members—the campaign goal which we have set for ourselves for the next three years.

All NEA services help to strengthen schools and advance the teaching profession. All are necessary. They must be continued and extended. This can happen if more and more American teachers take part in the campaign by joining their national professional organization and participating actively in its programs. The NEA provides the channel through which all members of the teaching profession can discharge their responsibilities to their profession and to the nation.

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CTA

(Continued from page 22)

as contrasted with the more ancient view of a study hall monitor.

Furthermore, California law appears to be clear that study hall supervision requires certificated employees. Education Code Section 5920 specifies that evening study halls maintained by high schools "shall be under the supervision of certificated personnel employed at the high school." This indicates legislative recognition that study hall supervision does require certification qualifications.

### Duty after leave

**Q.** I'm aware that a teacher who takes a year of sabbatical leave is obligated to return to the district for two years. Can a district hold a teacher to a two-year stint of duty after returning from a sabbatical leave of only one semester? Would the conditions be different if the leave were a simple leave of absence without remuneration?

**Ans.** The requirement of two years' service following sabbatical leave is the same regardless of whether the leave is for one semester or one year. There is no such requirement, however, if the leave of absence is granted without salary.

### Borrow from fund?

**Q.** When will CTA sponsor a proposal to allow teachers to borrow money from the retirement fund at five per cent interest? The collateral is 100 per cent perfect and we do need the money more often at the younger ages.

**Ans.** I can't predict when the members of CTA will decide that establishment of borrowing privileges in connection with the retirement system should have legislative priority, but problems which such a proposal would involve have been studied by the retirement committee in the past. I think most members of the committee now are convinced that any borrowing plan proposed so far would be unworkable.

I'm not fully informed on retirement systems and I'm not aware of any public employee system which includes borrowing privileges. You undoubtedly are aware that in the private insurance policies which accumulate loan value, the money which you could borrow is your own money which you have contributed in excess of the actual cost of insurance. Group policies have no such loan value because the insurance is priced actuarially for the total group, not

for individual members. The same principle applies to public retirement systems. Teachers do not contribute more than the cost of their "retirement income insurance," since actually the public pays more than half the cost of the program.

I concur that teachers in California have developed an excellent but expensive retirement system which works a hardship on young families. My answer doesn't mean that the CTA will always oppose a borrowing plan. If members want this privilege, the subject should be kept under study to seek some workable proposal.

### Substitute pay rate

**Q.** I took a temporary leave last spring while having a baby. I left the district February 10 and returned March 13, missing 20 school days. The district personnel office explained to me that my substitute was paid my salary for that period, which amounts to \$36 per day, so I lost \$720 from my annual salary. In view of the amount of help I gave the substitute, plus his lack of preparation for the job (provisional credential), it seems that he should have been paid at a lower rate and left some difference in salary for me. The \$720 was determined by dividing my annual salary by 176 days. What is the CTA policy in respect to this kind of temporary leave?

**Ans.** Deducting the amount of the substitute's salary from the regular teacher's salary applies only to leave for illness or accident beyond the accumulated sick leave. Your absence is not considered sick leave, but leave for pregnancy and childbirth. The Education Code requires the district to adopt a policy regarding pregnancy leave, but it does not require that you receive any part of your regular salary for the period of absence.

What the district pays the substitute has no bearing on the amount deducted from your salary. The proper formula is to take the total number of days starting the first day you report for duty in the fall and ending the last day of duty in the spring. Generally this is between 260 and 280 days. Your annual salary should be divided by this number. The daily salary thus determined would be deducted for each day from the beginning of your leave until you return to duty.

Ordinarily, if your last day of service is Friday, the leave would commence the following Monday and extend through the last school day you were

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absent. In your case, this would be 26 days.

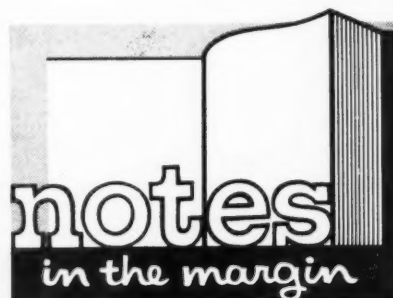
If your salary was computed to be \$36 per day on the 176-day basis, it would be \$23.33 on a 270-day basis. Hence you would lose \$23.46 times 26 instead of \$36 times 20. The total should have been (assuming the 270-day school year) \$609.96 instead of \$720.

### When may I take sick leave?

**Q.** Hasn't there been a recent change in the law regarding annual sick leave? Can't the ten days of sick leave pay due a teacher be paid for the first ten days of a school year if illness forces her to be absent at that time?

**Ans.** The law states specifically that the 10 days of sick leave to which a teacher is entitled without loss of pay are available to him whenever the illness occurs. This always has been true, but some counties or school districts had adopted a practice of requiring that the 10 days be accumulated during the year at the rate of one day per month. To clarify the matter, the legislature adopted a specific declaration of intent

as an amendment to the Education Code Section on pay for absences due to illness or injury. It states that "... such leave of absence may be taken at any time during the school year." ★★



THE ROLE of books in education, especially in relation to new trends in classroom practice, is examined in *Books in the Schools*, 65-page pamphlet published by American Book Publishers Council. Dean John H. Fisher of Teachers College clearly states problems facing schools and how they are being met. Virginia H. Mathews gives a summary of "The Good School Library," together with statistics showing how seldom such standards are met. Other contributors include Martin Mayer and Morton Botel. Editor is James Cass, associate editor of *Saturday Review Education Supplement*. \$1 from ABPC, 58 W. 40th St., New York 18.

*Education: A Reappraisal*, 32-page brochure on pilot projects undertaken by educators, may be obtained free from Fund for the Advancement of Education, 477 Madison Ave., New York 22. Topics include Team Teaching, Teacher Assistants, Teaching Machines, Television, College Admissions and Differentiated Curriculum.

### SCHOOL FINANCE

The proceedings of last April's Fourth National School Finance Conference, held in St. Louis, furnish the basis for "Financing Education for Our Changing Population," 111-page book published by NEA Committee on Educational Finance. New developments in state school finance and finance systems, current population trends and their implications, are among topics covered. \$1 a copy. Order from NEA.

U.S.O.E. publication, "Influence of Voter Turnout on School Bond and Tax Elections," by Richard F. Carter and William G. Savard, may be ordered for 20c from Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C. It is Bulletin OE-22012, Monograph No. 5, Cooperative Research Branch. Data came from research project conducted by School of Education and Institution for Communication Research, Stanford, under general direction of William R. Odell.

### NEA DEPARTMENTS

—*Elementary School Principals*: 39th Yearbook, "Those First School Years." Designed to help educators plan and administer school programs for children, kindergarten through third grade. 256 pp., \$4. Also, in conjunction with NEA's Project on the Academically Talented Student, "Elementary Education and the Academically Talented Pupil." \$1. Stock No. 50-109.

—*Association for Higher Education*: "Current Issues in Higher Education, 1961." Compilation of speeches, reports and statements given at 16th Annual Conference on Higher Education.

—*Educational Policies Commission*: "The Central Purpose of American Education," a statement on number of goals schools are asked to fulfill, calls for consensus on "central focus" of schools' efforts. 31 pp., 35c. Order by Stock No. 19-120.

—*National Commission on Teacher Education and Professional Standards*: "New Horizons for the Teaching Profession." 256-page report on 2-year project on establishment of new goals and ways of advancing standards of profession. Specific recommendations cover selection of candidates, teacher education, accreditation, certification and advancement of professional standards. Charles E. Hamilton, CTA Executive for Higher Education, is member of Steering Panel and chairman of Committee on Advancement of Professional Standards. \$2 paperback; \$3 cloth. Quantity discounts available.

—*National Council for the Social Studies*: "Interpreting and Teaching American History." Scholars review new research, interpretations of U.S. history, conclude U.S. history books must be brought up-to-date. Paper \$4; cloth \$5.

—*Assn. for Supervision and Curriculum Development*: "Extending the School Year." Using summer months to better advantage. 68 pp. \$1.25. Stock No. 61-146.

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Published by CTA through arrangement with Stanford University Press, the book sold originally for \$6.00. Although a supply will be retained as first edition treasure, a limited number will be sold at half price of.....

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(And while you are at it, check pages 29-30 of your September CTA Journal for other free or inexpensive CTA publications which you may want mailed at the same time.)



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Wesley Sowards with Mary-Margaret Scobey. Published by Wadsworth Publishing Co., San Francisco, 550 pp., \$5.95.

**SCHOOL LAW MATERIALS:** cases and problems, by Eugene Benedetti. Published by W. C. Brown Co., Dubuque, Iowa. Paperback, spiral binding. \$3.50.

**THE PRECIPITATION OF DEMOCRATIC MAN** by Edmond Cahn. Scheduled by Macmillan for September 25 publication. Attempts to answer question of whether it is possible to live under a democratic government without becoming morally contaminated.

**WHAT PSYCHOLOGY CAN WE TRUST?** by Goodwin Watson, professor of social psychology and education, Teachers College, Columbia. 19-page booklet published by Columbia University's Bureau of Publications. Professor Watson has drawn up a list of 50 propositions which may offer firm ground to educators weary of divergent schools of thought. 40c.

### MISCELLANEOUS

**CAMINOS**, Spanish-English scholastic magazine from Guatemala, may be subscribed to at \$3 individually, or \$2 each in groups of 2 to 9 subscriptions; \$1.50 for 10 or more. Write American School, Apt. Postal 83, Guatemala, Guatemala.

**SIERRA HIGH SCHOOL SCIENCE JOURNAL.** New publication from high school in Whittier, to be published annually. Student projects in first edition include "Simulating Rocket Flight with a Centrifuge" by Mike Dickau and "Immunology: Will the Patch Stick?" by Stuart Benson and John Lord. Single copies free to any bona fide educational or professional organization, larger amounts 12c a copy. Address Sol Taylor, Science Dept., Sierra H.S., Whittier.

**350 IDEAS FOR TEACHERS**, by Abraham Resnick, 48-page book, will be a helpful resource in most grades. \$1.60, from *Grade Teacher* magazine, Darien, Conn.

**THE GOLDEN BOOK OF CALIFORNIA** is one of the books from Golden Press, the publisher who has made a name selling books in supermarkets. The California book tells the story of this state "from the days of the Spanish explorers to the present," by Irwin Shapiro. Lavish illustrations in color have been taken from contemporary paintings, prints, drawings and photographs. 97 pages.

**SCHOLASTIC LITERATURE UNITS.** A new unit has been added to this series, on *The Family*. Some of the books included are *Swiss Family Robinson*, *Mama's Bank Account*, *Sunrise at Campobello*, *Old Yeller*, *The Pearl* and *Big Dog's Girl*. Further information on the program from Scholastic Book Services, 33 W. 42nd St., New York 36.

**NEW AMERICAN LIBRARY** has grouped some of its Mentor and Signet paperbacks in a brochure so that teachers may select them for definite area studies. Asia, Africa, Russia and Latin America are covered. Ask for Area Studies Brochure from NAL, 501 Madison Ave., New York 22.

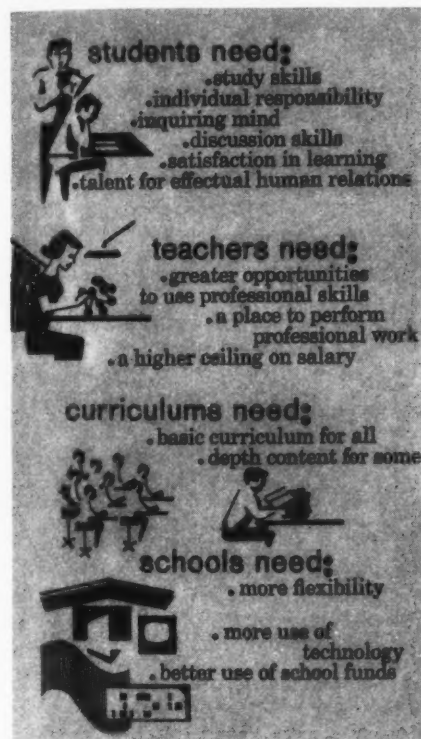
**A CONCISE DICTIONARY OF ABBREVIATIONS**, compiled and edited by George Mayberry, is offered by Tudor Publishing Co. 221 Fourth Ave., New York 3. \$3.75.

August Book-of-the-Month Club selection was **INSIDE EUROPE TODAY**, tenth John Gunther book to be distributed by the Club Harper published.

**FOCUS ON CHANGE: GUIDE TO BETTER SCHOOLS** by J. Lloyd Trump and Dorsey Baynham; NASSP-NEA, Rand-McNally & Co., N. Y., 160 pp., \$1.25.

The nation's schools must begin to change drastically at once if the United States expects to keep up with the world around it. Such, at least, is the opinion of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. Its five year study, directed by Dr. Trump, was sponsored by the National Association of Secondary School Principals and was supported by the Ford Foundation and the Fund for the Advancement of Education.

A pattern for the school of tomorrow which evolved from extensive evaluation and experimentation is described in *Focus on Change: Guide to Better Schools*. The 160-page paperback published by Rand-McNally last May is the fourth and final report of the commission. More than 100,000 copies of the previous reports went into circulation; the current book has already created a great stir and promises to be the school handbook of future planners.



The illustration above is a title page facing the preface of the book, entitled "Premise for Change." It gets off to a flying start with these words:

"The world faces a simple fact: it may not long survive as we know it. That fact is a complex of problems which have never been experienced, collectively, before. No nation and no aspect of life can escape their pressure. The problems fall under six broad headings: the expansion of population, the burst of technology, the discovery of new forms of energy, the extension of knowledge, the rise of new nations, and the world-wide rivalry of ideologies. The complexity of the problems demand unprecedented, many-sided solutions."

Two Californians participated in the preparation of the Commission's reports: Herman A. Gruhn, Commission member and principal of Sierra junior high school at Riverside; and

Robert B. Moore, now dean of instruction at Orange Coast College, Costa Mesa, and former associate director of the Commission's study. (See Moore's "New Directions to Quality Education" in October 1960 *CTA Journal*.)

This book provides highly-seasoned food for thought. After reading it one will either have mental indigestion or will be stimulated to adventurous explorations on routes charted by other forward-looking thinkers. But it is certain that one cannot be exposed to the NASSP concepts without feeling a sense of dynamism, of movement, and of bright new worlds ahead for the teacher in tune with the times.

—J. WILSON MCKENNEY

**LEARNING AND HUMAN ABILITIES: EDUCATIONAL PSYCHOLOGY**, by Herbert J. Klausmeier. Harper & Brothers, New York. 1961. 562 pp., \$7.50.

This is a good basic text in educational psychology. A beginning student of the subject will find here an admirably presented summary of the research since Thorndike. Particularly well done are the chapters on testing and electronic instruction. Figures and illustrations are sprinkled judiciously throughout, and indices and bibliographies are comprehensive.

This is not to say that Klausmeier is perfect. He repeats, probably of necessity, too many of the tired old extrapolations which whole generations of writers have drawn from research, but which today's education is finding increasingly inadequate. For example, he belabors all over again the theory of transfer, which must have layers of bumps on the original bumps by this time, but neglects to explain how the "transfer" subjects—such as Latin—are able to manifest such remarkable toughness and staying power over the decades.

Then there is his definition of the "hero." Klausmeier takes a dim view of the traditional nature's nobleman. He wants the heroes of today to be labor leaders, teachers and ministers, and would like to recruit heroines from the ranks of stenographers or housewives. This is a noble goal, no doubt, but the mental images conjured up of Walter Reuther in shining armor, or Norman Vincent Peale atop a prancing stallion and brandishing a "banner with a strange device" evoke reactions far closer to the humorous than I am sure Mr. Klausmeier intended.

After some 21 years in public education, I have never witnessed, either, the "nosebleeding, headaches and tics . . . caused by too heavy demands on children" which Mr. Klausmeier warns sternly will ensue as a dire consequence of the new post-Sputnik heresy which contemplates having the kids do a little hard work for a change. Such phenomena may exist, I hasten to add defensively, but I've just never come across them. Maybe I haven't been working my pupils hard enough.

Just the same, the new book is fine for what it purports to be—a disciplined, well-organized presentation of the basic premises and prejudices of educational psychology. The profession still awaits the first definitive study of the learning process in terms of national survival.

—MAX RAFFERTY  
La Canada

For other book reviews, followed by audio-visual news, see pages 40-44.

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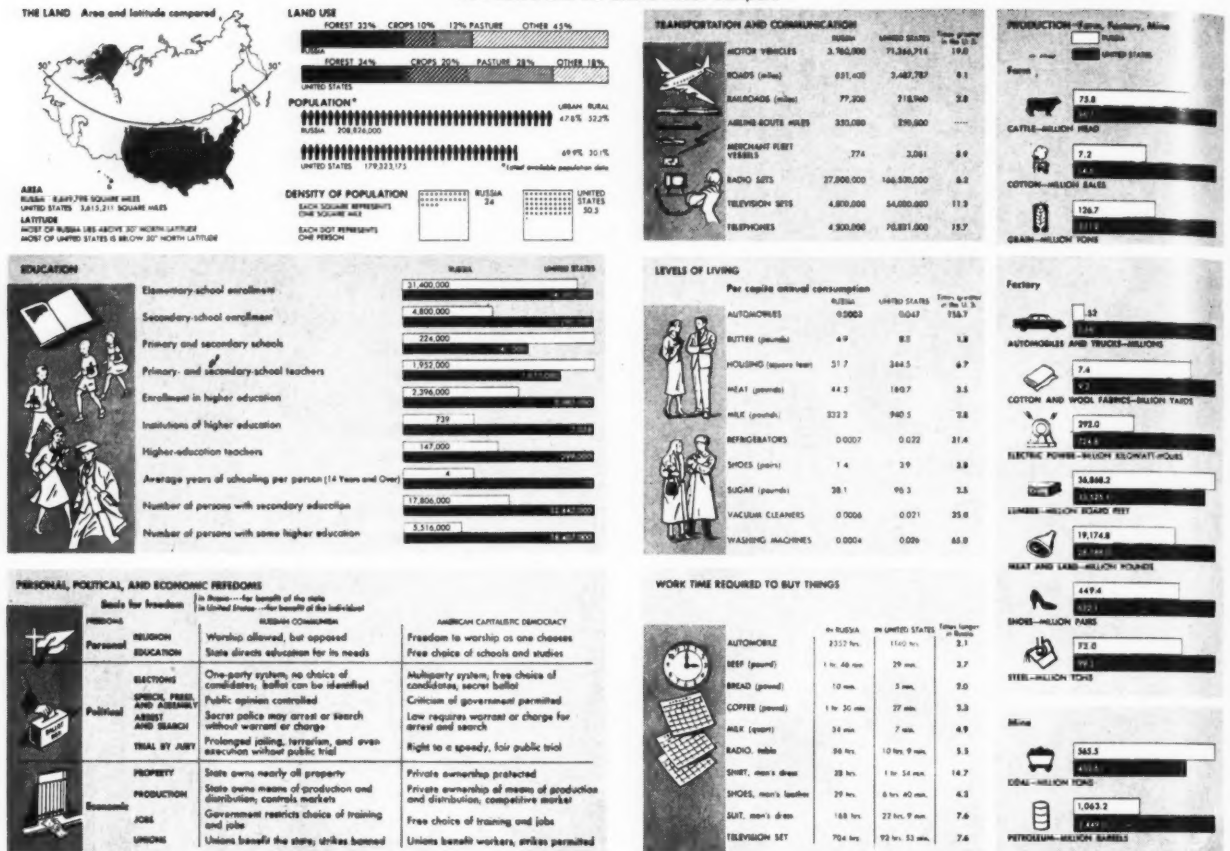
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FIRST IN QUALITY

## DEFENDING THE WINDMILLS

(Continued from page 21)

fornia's Commitment to Public Education" reports that "All 43 of the institutions preparing teachers in California have regular programs. These, in fact, are the programs for which these colleges originally were accredited. Regular programs are the traditional curriculums for teacher preparation in which liberal arts studies, making up about 80 to 85 per cent of the total program, are supplemented in the junior, senior, or fifth years by professional studies in Education, culminating in student teaching. Conventional curriculums are the 'bread and butter' programs in all institutions—the programs completed by from 85 to 100 per cent of the teacher candidates." He further points out that "Those preparing for junior or senior high school teaching usually complete the program in five years (a number with a master's degree). In either event they have an academic subject matter major and minor. Within the five-year curriculum of approximately 150 semester hours, twenty-two units of work are taken in Education courses, including student teaching."

Is this 22 hours (minus some 6 or 8 devoted to supervised teaching) then the plethora of "How to" courses that so overwhelms the would-be teacher with repetitious formulas? Is one to assume that the schools of education are, with approximately 15 units of course work, completely surfeiting their students with psychology, educational sociology, educational measurement, audio-visual education and the "host of repetitious methods courses?"

Should the battle be joined between schools of education on the one hand and academic departments on the other as to whether the training programs should contain more or less of their respective offerings, or is this just another obfuscating windmill hiding the basic problem?

That there is currently a considerable number of poorly prepared people in teaching positions in the State cannot be denied, but let's look a little more deeply into the situation before concluding that this has been brought about by poor teacher training programs in our colleges. Before we charge either the schools of education or the academic departments with in-

efficiency, let's examine who it is that is selecting and/or approving these people in the first place, and further who it is that plans and directs their training programs.

Official statistics compiled by the State Department of Education\* offer a number of interesting facts here that



"Being a teacher sure must be an easy job!"

might well justify more detailed study. These statistics reveal that for the year July 1, 1959 to June 30, 1960 (the most recent tabulation currently available), a total of 7,734 regular teaching credentials were issued upon recommendation of teacher training institutions, while 23,704 were issued by the State Department upon direct application by the candidate. During this same year 14,452 provisional credentials were issued and an additional 1,415 of these were renewed. There is no evidence that the 1960-61 report will differ materially in proportion of direct applications.

Thus, we find that (excluding life diplomas issued and renewals of regular credentials) only approximately 16 per cent of the teaching credentials currently being issued are subject to planning and/or control by teacher training institutions. It is my firm conviction that much could be gained if, instead of doing battle over the windmills of the adequacy of the colleges' teacher training programs, a systematic study were devoted to closing some of the loopholes open to the 5/6 who are "direct application people."

Of necessity, laws dealing with courses required for teaching credentials must be loosely drawn and flexible. However, such flexibility makes possible the acquisition of a regular teaching credential with inadequate preparation for the insurance of teaching success. Observation leads me to believe that while a majority of these people are adequately prepared, far too many are not, and others, while having completed an adequate amount of course work, are nevertheless unsuited for careers in teaching. Some of the most glaring of these problems appear to be in the following areas:

1. Who passes final judgment on the suitability of these candidates to work with boys and girls in the classroom? Is this a decision by a committee of professional educators who are intimately familiar with the candidate, and whose decision will bring credit or discredit upon them, or is it simply made by a technician who has nothing more than third-person reports upon which to base a decision?

2. Who determines that the candidate's academic background is concentrated in those areas he will be called upon to teach? As indicated earlier, I believe the worst failures are those with unsuitable personalities. However, I do not believe that mere possession of any bachelors degree (e. g. music, fine arts, nursing, business administration, etc.) insures adequate background in the myriad subjects with which an elementary teacher must deal. Mere stipulation that such degree must be in an "academic area" does little to correct this shortcoming. Neither do I believe that two 20 unit minors in the subjects he plans to teach can adequately prepare the would-be high school teacher, even though he has a bachelors degree with an academic major (perforce, in some completely unrelated field).

It appears obvious to me that unless and until teacher training institutions come to influence the issuance of credentials to more than the present one-sixth of those obtaining such credentials, the present journalistic jousting over "How to" versus "content" in their programs is just another windmill siege that can have little bearing on the quality of teaching in the classrooms of the State.

\*Stone, James C., *California's Commitment to Public Education*, New York: Thomas Y. Crowell Co., 1961, p.34.

\*State Department of Education, *Annual Statistical Report on Certification of Personnel for Public School Service, 1959-60* (Sacramento: State Department of Education, July 1, 1960) Table No. 1.

# tips for teachers

## A Break at Noon

Every teacher is familiar with the typical noonday scene in the elementary school: the duty teacher eats a hasty lunch, grabs whistle and first aid kit, and dashes for the playground. After 30 tiring minutes, the teacher dashes back to the classroom to launch a lesson on, say, number relationships. Whether or not the lesson is a success depends to a great extent on last night's planning and today's state of mind.

In October, 1960, the Chula Vista City School Board of Education put into operation a program which relieved teachers of noon duties. The program added ten days of instructional time to the curriculum without changing opening or dismissal times, or lengthening the school year.

The Long Beach City Schools, a pioneer in the Duty-Free Noon Program, gave us the basis for study. Their plan, which provides for paid lay personnel to supervise the children during the noon period, was cleared by San Diego County Legal Counsel who said that school is not, in the legal sense, in session during the noon period and it was not necessary to have certificated personnel as supervisors during that time.

Members of the Vista Square School faculty formed a committee to work out the details of training, scheduling and policy-making. After study, we prepared a handbook covering all aspects of noon supervision, including such things as discipline, school rules, what to do in case of accident, and other related detail. We also enlisted the help of our school PTA to sponsor and finance the pilot program.

Our program is based on a 45-minute noon as opposed to the traditional hour, since our experience has been that the last 15 minutes of the noon hour are the most, troublesome: children grow fatigued, organized games break down, accidents seem more frequent.

Supervisors are selected on the basis of their interest, good character and experience with children. They are handled as regular employees of the district, and paid an hourly wage of \$1.25.

Each supervisor is assigned to a specific area for one hour. Because of the shortened noon period, it is possible for three supervisors to manage the entire noon period at Vista Square.

At present, Chula Vista City School District operates 16 elementary schools with 52 noon supervisors—or about three supervisors per school. The cost of the total program for the year is approximately \$12,000. Computing the instructional time gained at 15 minutes per day, multiplied by the 178 days in the school year, ten extra school days are accumulated at small cost.

After its first year of operation, our program is enthusiastically supported by parents and teachers alike. Children, too, like the consistency of supervision by the same adult—there is no need for weekly adjustment to a new teacher with different interpretation of rules and procedures. There have been fewer accidents and noticeably better behavior.

But the most important improvement is in the classroom: gone are the days of breathless, sometimes irritated, children settling down to routine; teachers are relaxed and better prepared to do a good job.

—LOUIS KAISER  
Chula Vista

## Student Loan Fund

The Associated Student Officers of Woodland high school have launched a project which not only improves student morale, but makes school routine more pleasant. It is the Revolving Student Loan Fund, established on the premise that students do, occasionally, need to borrow.

It works on the following rules: Loans are available to any student, and are no-interest. On loans up to \$5.00, no reason need be given, and repayment within 30 days is required. Additional money may not be borrowed until a loan is repaid. If a loan is not repaid, the offender must appear before the student loan committee.

In the first month of operation at

Woodland, 98 loans were made, 30 repaid, average loan was \$2.75. It seems to be filling a need.

—DALE LACKY  
Woodland

## Netball Promoted

Netball can be the most popular game of the year with fifth-grade girls. They aren't quite ready for volleyball but can handle the ball much better than fourth-graders.

The court and ball are the same as that for volleyball. The ball is thrown over the net, caught and returned until one side fails to catch or return the ball according to the rules. Any number of players may be used on each side, depending on the size of the class. Nine players on each side makes a good game.

Netball may be found under the same heading in the state text, *Physical Education in Elementary Schools* by Van Hagen, Dexter and Williams.

But a word of warning: when first introducing the game, keep the whole class on one court. A team sport is so new at this time that there are many arguments unless you keep your class under control. Give netball a chance, and you will find it one of the most popular games on your playground.

—MRS. HARRY HARPS  
Taft

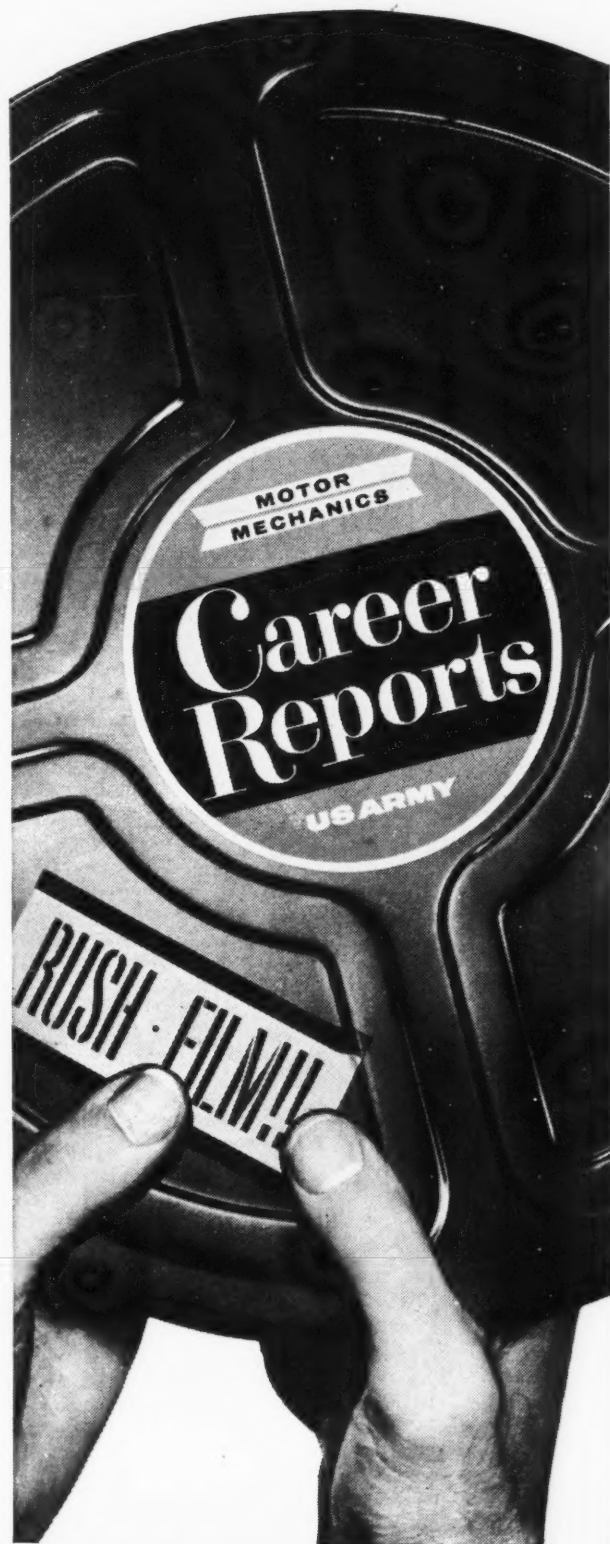
## "Friday Folder" Report

Never, in my seven years of teaching at Pedro Valley School, Pacifica, have I had a parent dispute or even question a report card grade, owing to the fact that in 1954 I initiated a system which I dubbed the "Friday Folder."

It is simple but powerful. Into a manila folder which has been ruled into 40 sections representing the 40 weeks of the school year, I place every paper which a child attempts. (No paper is ever discarded.) The papers are given two grades—first as to subject area, and second as to neatness, form and penmanship. Each Friday the folder is



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A new solution to a serious guidance problem. The secret of getting ahead is planning ahead. For seniors in search of a career, it's essential to know the pros and cons of an occupation before selecting it. But until now, visual guidance materials have been sorely lacking to help you counsel one large category of young men—the seniors who aren't able to go on to college. Career Reports is a new series of motion pictures created to fill this serious gap in the average vocational guidance program.

**Vocational facts for high school graduates.** Each Career Reports film describes an occupation for which a college degree is not ordinarily a prerequisite. (Vocations considered by the series include Motor Mechanics, Electronics, Metal Working, Construction, Law Enforcement, etc.) The advantages and disadvantages of each field are presented clearly and objectively. Men actually on the job describe their work—and how they happened to get into it. Up-to-date facts are presented in an interesting, lively format—and the guidance counselor is suggested as a source of additional information and advice.

**Who sponsors this project?** Career Reports is sponsored by the Department of the Army, with cooperation from the American Personnel and Guidance Association, and other recognized vocational authorities.

**What is the Army's purpose?** Each film in the series conveys a distinct axiom: training is indispensable to success in any skilled occupation. Beginners can acquire this training in one of several ways—on the job (by means of formal or informal apprenticeship), through a trade school or company training program, or in the Armed Services. The Army's purpose is achieved simply by being recognized as one of the possible ways in which a young man can secure essential vocational training.

**An early reservation is advisable.** For the first time, a comprehensive guidance tool has been prepared specifically for high school graduates not able to go on to college. The Career Reports series is available (without charge) to teachers and guidance counselors in the United States. Reservations must be made early in order to incorporate Career Reports into your guidance program for the coming academic year. May we therefore suggest that you mail the coupon today for free details.

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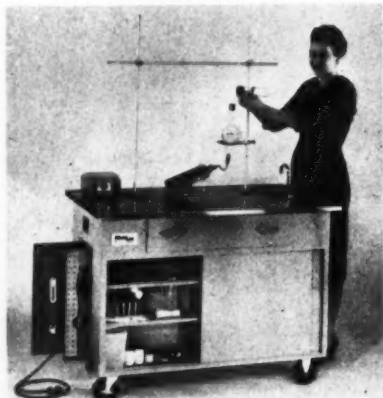
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taken home to be signed by the parents, emptied and returned Monday morning. Adequate space is provided for teacher comments, parental reply and parental signature.

The parents understand immediately their child's grade placement, for the child is graded (E—effort; C—citizenship; S—scholarship) accompanied by a corresponding grade. Then we strike a class average or median, through teacher-pupil planning, on the basis of the number of papers contained in each folder.

A small circle is inserted; the diameter is drawn; the denominator of the fraction indicates the class average or media, while the numerator represents the individual child's performance.

The child must perform! He is sandwiched between school and home.

I think the system is most effective.

Many administrators make it a 'must' in their schools, and to me it is the utmost in linking school performance with home and community. Parents are involved directly in the school program, and since they sign the "Friday Folder" there is no question of their awareness of their child's progress.

After 17 years of teaching, I now feel I could never teach effectively without it.

—BLANCHE M. STRIKER  
Pacifica

*As suggested in last month's Journal (page 34), contributions for "Tips for Teachers" should be 200 words or less and good photographs will be used, when applicable. The best ideas from CTA members will be screened and will be published as space permits.*

—Editor.

## BOOKS . . . See other reviews on page 35

**PHILOSOPHY OF EDUCATION**, by Robert Ulich. American Book Company, New York. 281 + xiii pages. 1961.

During the 28 years since Robert Ulich left the Ministry of Education of Saxony to come to the United States, he has taught continuously at the Harvard Graduate School of Education and has published a number of very substantial volumes.

His latest, and lightest, is a textbook of educational philosophy that is far more readable and far more practical than the subject and the author's German origins might suggest.

With the typical textbook aids of reading lists and suggestive questions appended to each chapter, it follows the trend of making philosophy palatable.

The scope of Ulich's treatment is best indicated by his chapter headings, which include: Why and Towards What Ends Do We Educate? The Ethical Point of View, Whom Do We Educate? Education and the Concept of Mankind, The Liberal Arts versus Scientific and Practical Education, and The Problem of Method (Progressive versus Conservative Education).

For teachers who emerged from educational philosophy courses without a philosophy, from methods courses without a method, or from curriculum courses without a comprehension of curriculum, Ulich's book may be the ideal prescription. For beginners it is bound to be valuable. Without pretension or hocus-pocus he offers a sweeping eclectic survey of most of the issues that beset the schools and some substantial clues to straight thinking about those issues.

—DON ROBINSON  
San Carlos

**VOLUNTARY STATEWIDE COORDINATION**, by M. M. Chambers, University of Michigan Press, Ann Arbor. 1961. 83 pp. + xi.

The five principal chapters of this volume are devoted to an analysis of the trends and

developments in higher education in the past 15 to 20 years in California, Colorado, Indiana, Ohio and Michigan. The sixth chapter covers various developments in four other states: Michigan, Missouri, Washington and Arkansas.

The opening chapter is devoted to an analysis of why statewide cooperation is excellent in meeting higher education's challenges: finance, personnel, and administration-wise; the closing chapter is devoted to a strong advocacy of voluntary cooperation and coordination in higher education within each of the various states as exemplified by the principal five mentioned.

Chapter Two, on California, is an excellent record of the "Strayer," "Restudy," and Master Plan Development, and the proposed role of the Coordinating Council in California's future higher education.

—FREDERIC W. HILE

**THE AMERICAN HIGH SCHOOL AND THE TALENTED STUDENT**, by Frank O. Copley. University of Michigan Press, Ann Arbor. 1961. 92 pp., \$3.95.

Copley's book is an essay resulting from a Carnegie Corporation-sponsored study of the Honors Program in the College of Literature, Science and the Arts at the University of Michigan. Professor Copley, long-time teacher of Latin in the college, spent the 1958-59 school year working with the high schools of Michigan which send graduates into the honors program. His experiences and observations have prompted him to put down impressions and advice for those concerned with these programs for gifted students.

Especially interesting are his observations on classes in critical thinking, acceleration, enrichment and grouping. He appears to strike a well-reasoned middle ground between extremists on these issues, but does not leave the reader in doubt as to his own views.

About half the book is used to discuss specifically the Advanced Placement Program

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cake, for perching on  
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cutter for making man-  
in-the-moon cookies . . .  
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of the College Entrance Examination Board,  
and the variety of local adaptations that can  
be maintained to participate. This is no easy  
road for any high school. The quality of in-  
struction expected, the availability of instruc-  
tional materials, the need to reduce the  
teaching load of advanced placement teachers,  
all add up to a formidable collection of ob-  
stacles. These operational problems are further  
complicated by the uncertainty of credit stand-  
ing of the courses offered and by the genuine  
pressure under which today's high school grad-  
uates must work.

Copley concludes with sincere and accept-  
able praise for the past achievements of the  
public school system and the comprehensive  
high school, while at the same time reminding  
these that the times call for a more vigorous  
and successful program of instruction for su-  
perior students. The book is short and pleasant  
professional reading.

—KENNETH R. BROWN

**THE TRANSFORMATION OF THE  
SCHOOL**, by Lawrence A. Cremin. Alfred  
A. Knopf, New York, 1961. xi + 387 +  
xxiii pages. \$5.50.

Robert Ulich has said, "We are fumbling  
around in education because we know so little  
about the future and do not bother to know  
enough about the past." For too many of us  
this indictment is true, even with respect to the  
very recent past. Lawrence Cremin's scholarly  
and readable history of progressivism in Amer-  
ican education, 1876-1957, should make it easy  
for us to correct some of this deficiency.

From its earliest origins in post-Civil War  
political progressivism to its demise in the  
1950's the story is traced in a fascinating se-  
quence of fact and ideology. The early experi-  
mental schools, Francis Parker's Cook County  
Normal School, the Menomonee, Wisconsin,  
schools, John Dewey's Laboratory School,  
Marietta Johnson's Organic School, William  
Wirt's Gary Plan, and Caroline Pratt's Play  
School, all succeeded. Effortlessly, Cremin  
makes it quite apparent why they succeeded  
and why the movement ultimately failed.

The evidence he marshals leaves no doubt  
at all that the progressive movement is dead,  
though it is apparent that it has left a persist-  
ent (CBE would say obnoxious) heritage. Not  
just the abandonment of the Progressive Edu-  
cation Association, but the almost total absence  
today of a robust, experimental, alert, and co-  
hesive body of educational leadership, confirms  
the judgment. Yet the death of the progressive  
movement in the 1950's no more spelled the  
end of the values the movement represented  
than the simultaneous defeat of the New Deal  
party meant the extinction of the New Deal  
values. Both sets of principles had become so  
firmly imbedded in our institutions that they  
both now more nearly represent an orthodoxy  
than a crusade.

Although the book is essentially objective  
and descriptive, the author does not conceal  
his conviction that the downfall of progressive  
education resulted not alone from failures of  
performance, but from flaws inherent in the  
philosophy.

Of the unhappy outcome one undocumented  
appraisal follows the now familiar line:  
"Granted these superb results, though, the doc-  
trine of creative self-expression raised the same  
problems in education as it raised elsewhere.  
Taken up as a fad, it elicited not only first-rate



*The New Media in Education*, edited by Jack V. Edling, reports on the Western Regional Conference on Educational Media, held April

art, but every manner of shoddiness and self-deception as well. In too many classrooms license began to pass for liberty, planlessness for spontaneity, recalcitrance for individuality, obfuscation for art, and chaos for education—all justified in the rhetoric of expressionism."

Mr. Cremin isolates seven separate forces which he feels contributed to the destruction of the once lusty and respected movement. One was the distortion that came with factions and with feuding cliques, cults, and fanatics. Another was the essential negativism of the whole movement, which was primarily "against" the formalism and rigidity of the traditional school. Still another was the excessive demands progressivism made on the talents of the teacher, at the very time when rapid expansion of the schools made the procurement of adequate numbers of first-rate teachers almost impossible. Also it tired as any movement tires, it was the victim of a general wave of social conservatism, and it failed to cultivate strong lay support. Most of all, says Cremin, it just failed to keep pace with the transformation of society. This fast-changing technological society seeks new and more efficient methods of transmitting newly acquired knowledge; it wants a precise statement of the function of the schools and the means by which it proposes to meet these functions. This precision and readiness to adapt was lacking in the progressive storeroom, says Cremin, so the movement fell victim to technological change.

The author relates the liberal educational doctrine to the social and political climate that nourished it, reminding us of the oft forgotten truism that in large part progressivism was an effort to respond to the challenge imposed by compulsory school attendance laws.

His matter-of-fact treatment removes the sting from the verbal slugfest of the fifties between the conservatives who charged a great subversion perpetrated by the interlocking directorate of educationists and the progressivists who replied with charges of a far-flung conspiracy against the schools. And his absorbing interpretation ends poised as uncertainly as our educational policy is poised; "And for all the talk about pedagogical breakthroughs and crash programs, the authentic progressive vision remained strangely pertinent to the problems of mid-century America. Perhaps it only awaited the reformulation and resuscitation that would ultimately derive from a larger resurgence of reform in American life and thought."

—DON ROBINSON  
San Carlos

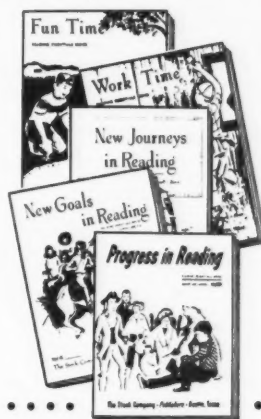
1960 in Sacramento. Conference devoted itself largely to exploration of Title VII, NDEA, and a search for methods for effective dissemination of research findings. The 99-page book may be obtained for 50c from Sacramento State College Foundation, 6000 Jay St., Sacramento 19.

*Guides to Newer Educational Media*, by Margaret I. Rufsvold and Carolyn Guss, is issued by American Library Assn., in cooperation with U.S. Office of Education. It lists catalogs which cover films, filmstrips, radio, slides and television, as well as periodicals which review newer media. \$1.50 from ALA, 50 E. Huron St., Chicago 11.

*Instructional Materials for Teaching Audio-visual Courses*, annotated list of motion pictures, kinescopes, filmstrips, slidesets, recordings and tapes, has been produced by A/V Center of Syracuse University in cooperation with U.S.O.E.; 74 pages, 60c plus postage, from Syracuse Univ. Press, Box 87, Univ. Sta., Syracuse 10, N.Y.

"How Strong Is Your School?" asks U.S.O.E. publication OE-20021-61, 12-page leaflet intended for layman who wants to make his own appraisal. It asks such questions as: Is there one full-time guidance counselor for at least every 300 pupils in the high school? Do all students take aptitude and achievement tests

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early enough to permit occupational and educational planning? Most of leaflet is devoted to explanation of NDEA. Ten cents from U.S. Govt. Printing Office, Washington 25, D.C.

The Center for Programed Instruction, Inc., 365 West End Ave., New York 24, began publication of an 8-page bulletin on programed instruction last May. First issue included initial criteria for programed materials, and comment on recent research in the field. Robert T. Filep edits.

### NEW IN THE FIELD

Teaching kits for classroom experiments in fundamentals of bacteriology. Introduced by Science Education Products, for use in grades 5-10. Instructor's manual available for each kit. Full information from SEP, 2796 Middlefield Road, Redwood City.

Telescholar. Low-cost, automatic feedback machine designed for wide variety of teaching situations. In classroom use, a machine is placed on each student's desk, with right and wrong answers indicated by lights visible only to student and teacher. Full information from Dorsett Electronics, 119 W. Boyd, Norman, Okla.

Prentice-Hall and Litton Industries have joined forces in production of teaching machines and related educational material. P-H will develop programed material, Litton will design and build the machines.

### FILMS, FILMSTRIPS

"Hold High the Torch." 27-min., 16mm., sound and color. Demonstrates need for physical fitness by taking viewer on film tour of Olympic Games. Contributed as public service by American Dairy Assn., distributed on free-loan from Association Films, 799 Stevenson St., San Francisco.

"The Meaning of Patriotism." 13½-min. 16mm., sound, color or b&w. Dramatizes American ideals. Sold by Coronet Films, 65 E. South Water St., Chicago 1.

Series on Trigonometry. Group of 21 motion pictures illustrating basic concepts of trigonometry for high schools. 16mm., sound. Modern Learning Aids, 3 E. 54th St., New York 22.

Physics Series. Related group of 43 motion pictures for classroom teaching of basic concepts of physics to high school students. 16mm., sound. Also from Modern Learning Aids.

The Astronaut and Space Travel. Set of color filmstrips for use in grades 1-4. Titles are: "How an Astronaut Lives in Space," "How a Rocket Works," "How Gravity Works," and "How Space Science Helps Us." Filmstrip House, 432 Park Ave. S., New York 16.

Atoms and Their Energy. Set of color filmstrips for grades 4-8. Titles are: "Mist of Moving Particles," "What Is an Element?" "Radioactive Isotopes," and "Putting Atoms to Work." Also from Filmstrip House.

"Space Orbits." 18-min., color motion picture, on basic facts on orbital patterns and forces which produce them. United World Films, 1445 Park Ave., New York 29.

"The Story of Heat." 13½-min., color, motion picture. Explains creation of heat by energy with which molecules move. United World Films.

"Gravity, the Mighty Pull." 13½-min., color motion picture. Intermediate and upper grade science. United World Films.

"Particles of Matter." 13½-min., color motion picture. Explains different forms of mat-

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ter, and the matter-energy relationship. United World Films.

### ETV

James Day, general manager of KQED, San Francisco, and chairman of the Western Radio and Television Conference, announced that the 1962 conference will be held February 22-24 at the Jack Tar Hotel in the Golden Gate City.

International Seminar on Instructional Television, being held October 8-18 at Purdue University, will include participants from 30 to 35 countries. No more than three participants are expected from any one country.

*Instructional Television Review, 1959-61*, by Leon C. Fletcher. Third in a continuing series of reports on use of ITV in U.S. schools and colleges. Sponsored by Educational Television Research Assn., Berkeley. 80 pp., \$2. Pacific Coast Publishers, Menlo Park.

*The Impact of Educational Television*, edited by Wilbur Schramm. Reports on research studies conducted during last four years at several universities. Gives audience figures and summary of content of educational stations. Series of articles sums up what is known about ETV as teaching tool. Children's use of TV is treated: What does television mean to them? What programs do they like? \$5. University of Illinois Press, Urbana.

Beginning Friday, October 20, Bay Area ETV station, KQED, brings to its viewers "An Age of Kings," series of eight Shakespearean plays which recreate 86 years of British history. Plays have been produced by BBC. Humble Oil & Refining underwrites the KQED presentation.

### COMMERCIAL AIRWAVES

Secretary of State Dean Rusk launched the new Continental Classroom course on The Structure and Functions of American Government, on September 25. Regular course instructor is Dr. Peter Odegard, of U.C. in Berkeley. An NBC network of more than 170 stations carries the new course, which is again being given 6:30 to 7:00 a.m. daily, Monday through Friday. California stations included are KMJ-TV, Fresno; KRCA, Los Angeles; KCRA-TV, Sacramento; KSBW-TV, Salinas; Monterey; KOGO-TV, San Diego; KRON-TV, San Francisco; KEYT, Santa Barbara; and KSBY, San Luis Obispo. Schools and colleges not served by NBC may make arrangements for the course to be telecast by writing AACTE Coordinator, Dr. John J. Kelley, at NBC, 30 Rockefeller Plaza, New York 20.

The Correspondence Instruction Department of U.C. Extension is participating in both Continental Classroom over NBC, and the new College of the Air over CBS. The College of the Air course began September 26 with a course in "The New Biology for Teachers."

"Discovery," a show for young viewers, began October 2 on ABC network. Major highlight of program is daily broadcast of news stories and current events especially treated for young persons.

"Cavalcade of Books," winner of a Peabody Award, and long-time fixture on LA television, moved to KCOP, Channel 13, in that city in mid-September.

"Science in Action," award-winning Bay Area science show, became available to southern California viewers on September 21, when telecasting began over KRCA. Sponsor is Southern California Edison Company. Northern sponsor continues to be Wells Fargo-American Trust. ★★

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*By Stanley Levenson*

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MORE THAN 200 natives teach more than 50,000 American elementary school children a foreign language in grades 1-8 in the dependents' schools of the U.S. Army in Europe. Of this total approximately 41,000 children are studying German, 7,500 children are studying French, and 1,500 are studying Italian.

This unique program is the largest of its kind in existence, and embodies the sum of over a decade of experience in foreign language study in the elementary school, while also giving thoughtful consideration to the results of research being done in higher institutions.

Many California school districts are presently teaching foreign language in the elementary school. These programs have been encouraged by the state department of education and the financial incentives of the National Defense Edu-

*Mr. Levenson is a fourth grade teacher at Palos Verdes unified school district and lives in Manhattan Beach. He was principal at Hersfeld American school in Germany while completing his M.A. degree on FLES teaching.*

cation Act. They vary from pilot courses given to selected children in one grade or one room, to city-wide programs articulated from kindergarten through high school. The fact that these programs have been almost universally successful wherever they have been undertaken with competent instruction is an indication that there are factors inherent in the experience appropriate to the child's development and geared to the time and world in which he lives.

I have spent more than one year in research toward a higher degree in studying the outstanding foreign language program in the U.S. Army Dependents' Schools in Europe, as well as other FLES programs throughout the United States. The implications contained herein should help in providing an incentive for educators throughout California to begin teaching foreign language in the elementary school, or to help in revising or enriching programs presently in the experimental stage. Many of the problems that school districts encounter when venturing into a so-called "virgin" field have been ironed out or alleviated by the dependents' schools. Teaching aids have constantly been improved and increased, as well as teaching techniques.

*Objectives of the Foreign Language Program:* (a) To provide instruction in the language of the host nation for all pupils in grades 1-8 in Germany, France, and Italy; (b) To develop a fluent speaking knowledge for ordinary conversation; (c) To familiarize with cultural topics insofar as they come within the intellectual grasp and interest of the elementary school child; (d) To enrich the basic curriculum by integrating as much as possible with all subject areas.

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(Turn to next page)

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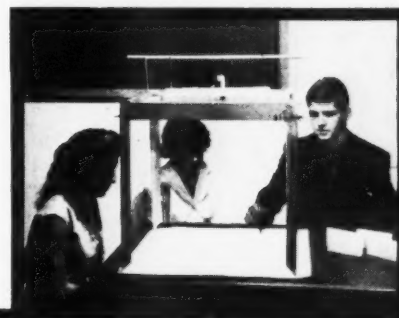
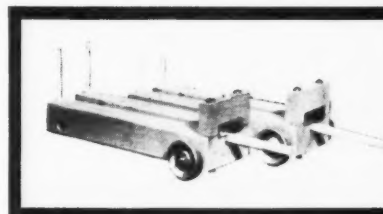
—I. W. FELLNER, *San Mateo*; extract from article appearing in *Elementary School Journal*, May 1961.

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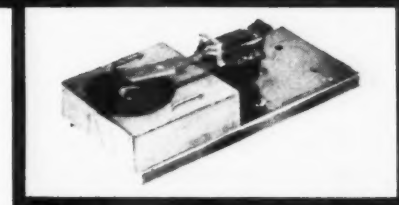
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language sooner than others, as is the situation in most subject areas, and it is believed that classes need to be divided into beginners and advanced groups. To alleviate the difficulty of teaching both groups in the same room, the beginners of two adjoining rooms of the same grade are combined in one room, and the same is done with the advanced group. Thus, two foreign language teachers teach simultaneously. This is the ideal situation, and is organized in most of the larger schools. Smaller schools with just one foreign language teacher find that they can only approximate the ideal. All arrangements, whatever they are, provide for continuity of instruction, which implies special provisions for beginners and advanced groups.

Foreign language teaching natives employed by the dependents' schools are specialists who teach from eight to ten sections daily, moving from classroom to classroom. They must possess a pleasing personality and a friendly spirit of cooperation with regular classroom teachers and with parents. They must be tactful, considerate, and patient with children in all grade levels, be able to meet both American and foreign school visitors, and be well informed in indigenous customs and conditions. They must be able to speak the English language correctly and fluently and be able to make proper translation and interpretation of printed matters in both English and the foreign language. Lastly, they are required to be free from pronounced dialects and colloquialisms, and use only the pure high foreign language in speaking and teaching American children.

The educational requirements for foreign language teachers are flexible enough to enable recruitment of the most qualified personnel for teaching positions. Salaries are commensurate with teaching experience and educational preparation.

The dependents' schools subscribe to the modified direct method or basically aural-oral approach to foreign language study in the elementary school. In the aural-oral approach to the teaching of foreign languages, "aural" means by ear and "oral" means by speech. Consequently, the aural-oral method means that the student has to hear the modern foreign language and then practice speaking it. The term audio-lingual which is sometimes used, refers to this same approach. Beyond this method, the foreign language teaching specialist

is left to his own devices. However, several tools are provided to render the teacher's task easier and his effort more effective. Chief among these are the dependents' schools teaching manuals, textbooks, audio-visual aids, and the periodic references to methodology and research published in the "Foreign Language Letters Series," by the Office of the Foreign Language Specialist, Department of the Army.

Whereas the philosophy of beginning the teaching of a foreign language in the first grade is controversial in the minds of some educators in the United States, it is perfectly evident in the U.S. Army schools where children have the opportunity to "live the language being learned" that this is the most advantageous time to begin foreign language study with greater ease and efficiency. First graders had their eyes glued to the foreign language teaching native, watching his mouth, his face, his gestures, his entire behavior. Their responses were sharp and clear, and their mimicking exacting. They seemed to arrange the foreign sounds almost intuitively into sense patterns, and within a few weeks were beginning to speak the foreign language.

In the primary grades as well as all other elementary grades, the teacher speaks nothing but his native tongue, thus creating a new climate of sound for

(Turn to page 51)

### FLES\* MATERIALS

\*Foreign Languages in the Elementary Schools

Are you starting a Spanish program in your schools? Do you need tapes, records, teacher manuals, workshop films (methods, techniques, etc.)?

Write for information concerning "Espanol para Ninos," a systematic approach to conversational Spanish, K-8th grades. This series includes teacher manuals, 5th and 6th grades LP records correlated with TV programs, verbatim tapes of manuals, primary and middle grades workshop films.

Write to:

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Coordinator, Foreign Language Program  
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1961

# CALIFORNIA TEACHERS ASSOCIATION

## COMBINED BALANCE SHEET - GENERAL FUND AND BUILDING FUND

JUNE 30, 1961

### ASSETS

Current Assets	
Cash in banks and on hand	
Accounts receivable, less reserves for uncollectible accounts of \$1,094.35	
Due from Sections for 1961 membership dues	
Inventory of materials, supplies and books	
Interfund receivable - due from Building Fund - Contra	
Total Current Assets	

### Fixed Assets - at cost

Buildings	
Furniture, fixtures and equipment	
Total	
Less: Accumulated depreciation	
Land - Building site	
Total	
Land - Other than building site	
Total Fixed Assets	

### Other Assets

Leasehold improvements, net of \$5,026.66 amortization	
Prepaid expenses and deferred charges	
Refundable deposits	
California Teachers Association Permanent Fund - Contra	
Total Other Assets	
Total Assets	

### LIABILITIES AND SURPLUS

Current Liabilities	
Note payable to bank - amounts due within one year	
Accounts payable	
Employees' withholding taxes payable	
Payroll taxes payable	
Accrued interest payable	
Due Retirement Fund Trust	
Advance registrations - Seminar for Chapter Presidents	
Interfund payable - due General Fund	
Total Current Liabilities	

### Long Term Liabilities

Note payable to bank, secured by Deed of Trust on land and buildings	
Less: Payments due within one year	
Balance	
Note payable to bank, secured by Deed of Trust on land other than building site	
Total Long Term Liabilities	

### Funds

California Teachers Association	
Permanent Fund - Contra	

### Surplus and Capital

Paid in Capital:	
Life Membership Fund	
Surplus:	
Balance, July 1, 1960	
Add: Excess of income over expenses, July 1, 1960 to June 30, 1961	
Balance, June 30, 1961	
Total Capital and Surplus	
Total Liabilities and Surplus	

**CALIFORNIA TEACHERS ASSOCIATION  
GENERAL FUND  
STATEMENT OF INCOME AND EXPENSES  
JULY 1, 1960 TO JUNE 30, 1961**

Income	Actual	Budget
1961 Regular Membership Dues, Excluding \$1.00 Allocated to Building Fund	\$1,367,016.00	\$1,369,536.00
1961 SCTA Membership Dues	5,022.00	4,650.00
Life Memberships	210.00	224.00
Retired Memberships	532.00	320.00
Prior Years' Membership Dues, Reduced by Uncompleted Dues Receivables	3,486.15	.....
CTA Journal—Display Advertising	59,682.50	64,000.00
NEA Allowance	1,120.00	1,060.00
Subscriptions	789.52	725.00
Placement Service Fees	24,090.14	33,000.00
Placement Registration Fees	8,010.00	7,325.00
Subscriptions to Research Publications	2,945.91	4,225.00
Other Publication Sales	5,174.31	2,885.00
Contracts for Research Services	1,250.00	1,500.00
Services to Affiliates and Sections	7,587.04	4,000.00
Utilities and Maintenance Payments	7,952.40	8,000.00
Miscellaneous Income	6,670.55	6,225.00
<b>Total Income</b>	<b>\$1,501,538.52</b>	<b>\$1,507,675.00</b>
<b>Expenses</b>		
Administrative Services	\$ 97,316.16	\$ 98,572.00
Business Services	83,298.67	88,058.00
Commission on Educational Policy	6,712.29	7,210.00
Commission on Higher Education	23,050.96	21,372.00
Personnel Standards Commission	24,480.27	25,940.00
Commission on Teacher Education and SCTA	65,395.43	63,390.00
Council and Committees	104,116.91	104,499.00
Field Service	185,287.98	175,291.00
Governmental Relations	87,165.42	78,222.00
Office Supplies and Services	93,895.51	92,076.00
Placement Service	55,965.59	56,936.00
Publications	160,016.53	168,991.00
Public Relations	65,160.79	66,041.00
Research Services	87,041.26	88,934.00
Special Services	10,943.33	10,943.00
Non-Department	193,045.00	195,477.00
Building Operation	116,624.74	117,412.00
<b>Total Expenses</b>	<b>\$1,459,516.84</b>	<b>\$1,459,364.00</b>
<b>Excess of Income Over Expenses Before Depreciation</b>	<b>42,021.68</b>	<b>48,311.00</b>
<b>Depreciation Expense</b>	<b>21,184.77</b>	<b>21,300.00</b>
<b>Excess of Income Over Expenses</b>	<b>\$ 20,836.91</b>	<b>\$ 27,011.00</b>

**BUILDING FUND**

Income	Actual	Budget
1961 Membership Dues (Represents \$1.00 of Regular Membership Dues Allocated to the Building Fund)	\$113,906.00	\$114,128.00
Prior Year Memberships	521.00	.....
<b>Total Income</b>	<b>\$114,427.00</b>	<b>\$114,128.00</b>
<b>Expenses</b>		
Interest on Loans	\$ 76,229.73	\$ 78,672.00
Dues—Life Memberships	312.00	.....
<b>Total Expense</b>	<b>\$ 76,541.73</b>	<b>\$ 78,672.00</b>
<b>Net Income Before Depreciation</b>	<b>37,885.27</b>	<b>\$ 35,456.00</b>
<b>Depreciation on Building</b>	<b>40,467.75</b>	
<b>Net Loss</b>	<b>\$ (2,582.48)</b>	

**CTA FINANCIAL  
STATEMENTS**

Statements at left and on the preceding page have been taken from the annual audit of financial records of the California Teachers Association, for the period beginning July 1, 1960 and ending June 30, 1961. The audit is for the State CTA only and was made by the firm of Jorgenson and Tonnemacher, certified public accountants, San Francisco.

It is in keeping with a practice of several years standing to publish the combined balance sheet and statements of income and expenses in the *CTA Journal*, in order that members of the Association may be informed with respect to their state association's financial status. In studying the accompanying statements members should keep in mind that State CTA receives \$13 of the \$22 paid by each active member, \$9 being retained by the Section. One dollar of the \$13 received by the state association is reserved for maintenance of the state headquarters building.

—WALTER MAXWELL  
Assistant Executive  
Secretary

**WINSHIP CLINIC ON  
PHYSICAL EDUCATION**

Physical education classes for boys and girls of northern California rural schools came together at Winship school near Meridian for a physical education clinic September 30.

Under the chairmanship of Jack Murtha of the Yuba county schools office, staff and consultants from Modoc to Lassen counties used the day for personal consultation and orientation on improved physical education programs for one-to-four-teacher schools. Games and exercises for boys and girls in situations of limited staff capacity were demonstrated.

**100 PER CENT MEMBERSHIP** in CTA, NEA, and the Downey Education Association is boasted by West junior high school faculty, Los Angeles county, for the sixth consecutive year.



(Continued from page 48)

the youngsters. It should be noted, however, that English is sometimes used when all explanations in the foreign language do not answer a specific question or convey a desired meaning. Action is used to illustrate by means of dramatization, presentations, and greetings. These are exploited in various ways. Games, songs, and dances of the native land are also utilized to their full extent.

While the foreign language work in the primary grades is confined to aural and oral experience, aided by the visual, tangible, and dramatic, and is therefore meant to initiate the child's articulateness in the foreign tongue, the function of the middle grades in the dependents' schools is to increase the oral articulateness of the child, and also to begin the process of making him literate in a second language.

By the time a child reaches the fourth grade the sound patterns of the second language are usually firmly established, and the written or printed symbol is logically introduced. Whereas the speaking objective is primary, practice in reading and writing is also given. This philosophy is based upon the theory that the fourth grade child will have learned to read and write his own language well enough so that there will be no interference between his first and second languages. It should also be brought out that some of the more advanced third graders are introduced to the written or printed symbol before they encounter this in fourth grade, and are meeting with much success.

In observing upper grade classes in the dependents' schools, it is felt that continuity in the over-all foreign language program is being provided. The minds of the average and superior students are being developed to the point where they crave greater intellectual exercise. The upper grades are where a great deal of grouping takes place. The slower groups or beginners stress conversation, and read about the foreign people and their culture, while the advanced groups are presented with grammar or structure of the second language.

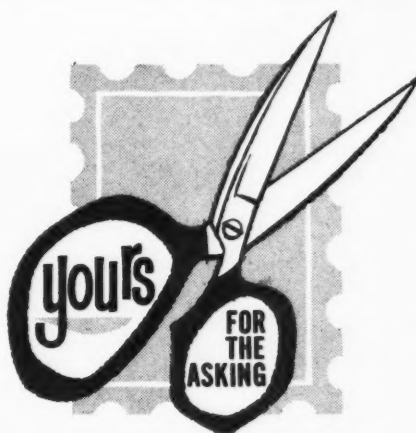
Comparisons between the grammatical pattern of English, which the students are studying at this time, and the foreign language are continually made. Notebooks are often kept in the upper grade classes. Records of reading and other experiences, letters to pen pals in foreign schools, and contribu-

tions in creative writing as well as tape exchanges, are some of the activities in which upper grade classes participate. Although certain areas are stressed more than others, hearing, speaking, reading, and writing continue throughout the upper grade foreign language program.

The FLES program in the U.S. Army dependents' schools in Europe is one example of the outstanding results which can be obtained when beginning the teaching of a foreign language in the elementary school.

Americans need to become increasingly aware of the importance of languages in the communication between

nations in a rapidly shrinking world. With millions of our soldiers distributed all over the face of the earth and in contact with other peoples, with thousands of representatives of our government distributed even more widely, with the sudden emergence of an American Peace Corps, and with more than a million American tourists visiting foreign lands each year, it is clear that we need to become more linguistically adept than we have been in the past. This result can be obtained if we begin a second language in the elementary school, proceed logically, and improve the quality of our teaching as we progress along intelligent lines. ★★



This column is planned to help you secure material for personal or professional use. Order any number of items listed below by using coupon at end of column. Be first in your school to use the material.

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**20. Graded Catalog** of books for elementary and junior high schools and Classified Catalog of books for high school libraries. (J. B. Lippincott Co.)

**24. Mason Protected Fund Raising Plans literature.** Shows use for schools and school groups. (Mason Candies)

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# editorial postscript

...by jwm

WRITING FRIENDS who checked our outline of proposed contents for our series on conservation had some interesting comments regarding "physical fitness as an educational challenge." One assistant superintendent strongly favored a fitness program which could be managed within a reasonable framework, "but we must decrease the public pressure for victorious athletic teams."

This reminds me of articles I wangled from two distinguished athletic directors back in 1953. I can still feel the warmth of their debate as they differed over the relative merits of intramural sports and playday activities as opposed to competitive contests. One declared that football, baseball, and basketball must be emphasized because it stimulates the will to win, an essential to success in this competitive world. The other felt the democratic processes would be better served if *all* pupils learned to participate in a variety of physical activities. I think the word contest was a draw.

The physical fitness program emphasized in this issue makes no brief for the intramural vs. varsity controversy. But a well-rounded fitness program demonstrates the ultimate compatibility of the two; LeProtti's boys at La Sierra last year won varsity championships in football, basketball, track-field, and baseball—and they still had time for their color trunks program.

OTHER COMMENTS from teacher-writers included (in reference to the questions posed above):

"Develop a well-publicized plan for a balanced physical education program for elementary school children."

"We should do away with the California Education Code requirement for required physical education time."

"How about a feature on teacher conservation? Have we publicized the joint CTA-CMA conference on teacher health? Teacher morale and its relationship to CTA-CBSA personnel practices and policies could throw some light on teacher conservation."

"Trained specialists who can and will

October, 1961

## "Physical Fitness as an Educational Challenge"

Questions we should answer:

- What is the President's Fitness Program?
- What has California achieved in its Fitness Program to be designated as a model for the President's national program?
- What should be the schools' function in weighing the relative values of physical fitness and "academic superiority?"
- Should California law be amended to change required time for physical education in the schools?
- What should be minimum requirements of the school in setting standards for good health?
- What can CTA do to assure the mental health of teachers? Of students?

follow a definite physical fitness program from grades 1 through 9 would be more useful than the required daily time of hit-and-miss activity."

"Casey Conrad is an astonishing personality. You should get his views on the state and national fitness programs."

"Yes, yes, yes—we need more flexibility of the 'required time' provision of the present law."

"The Contra Costa county schools office has an excellent program of physical fitness evaluation; let's hear about it."

"Give teachers who are trying to fight the inroads of drugs (including alcohol and tobacco) some trustworthy data with which to work, including bibliography."

WE ASKED C. Carson Conrad (see page 9) to explain "the report that shocked the President" in terms of the standards of physical fitness set by California boys and girls in comparison with similar aged youth in Great Britain. Here is his reply:

"In comparing performances of California youth with American averages on the same events used in both tests, California scores were higher in leg power and abdominal strength (boys and girls), in speed and endurance (girls), and in arm and shoulder girdle strength (boys). California scores were higher for most age levels in speed and endurance for boys, and agility and throwing ability for both boys and girls."

"Performances of junior and senior high school boys were higher than performances of similar levels in Great Britain, and California high school girls' performances averaged higher than the Great Britain averages in many events. This is highly significant when it is realized that Great Britain is a country of walkers, bikers, and cyclists."

MARCH 7, the birthday of Luther Burbank, is legally known as Conservation, Bird, and Arbor Day in California, according to Section 5205 of the Education Code. On this day all public schools are required by law to observe with appropriate school work the values of conservation of natural resources. The Code also provides, in Section 7951, that governing boards may conduct classes in outdoor science education and conservation education.

Although *Conservation* will be the general theme of cover articles in *CTA Journal* all of this school year, discussions of conservation of natural resources (and its relationship to recreation) will not be covered until the March, April, and May issues. For those teachers and principals seeking new material for use on March 7, the subject of outdoor education will be discussed next month.

"CHILDREN DO TOO MUCH SITTING" is the headline on an editorial feature in the St. Louis *Globe-Democrat*. It begins:

"With automobiles, television, temperature control, and other conveniences, are today's school-age children getting enough exercise?"

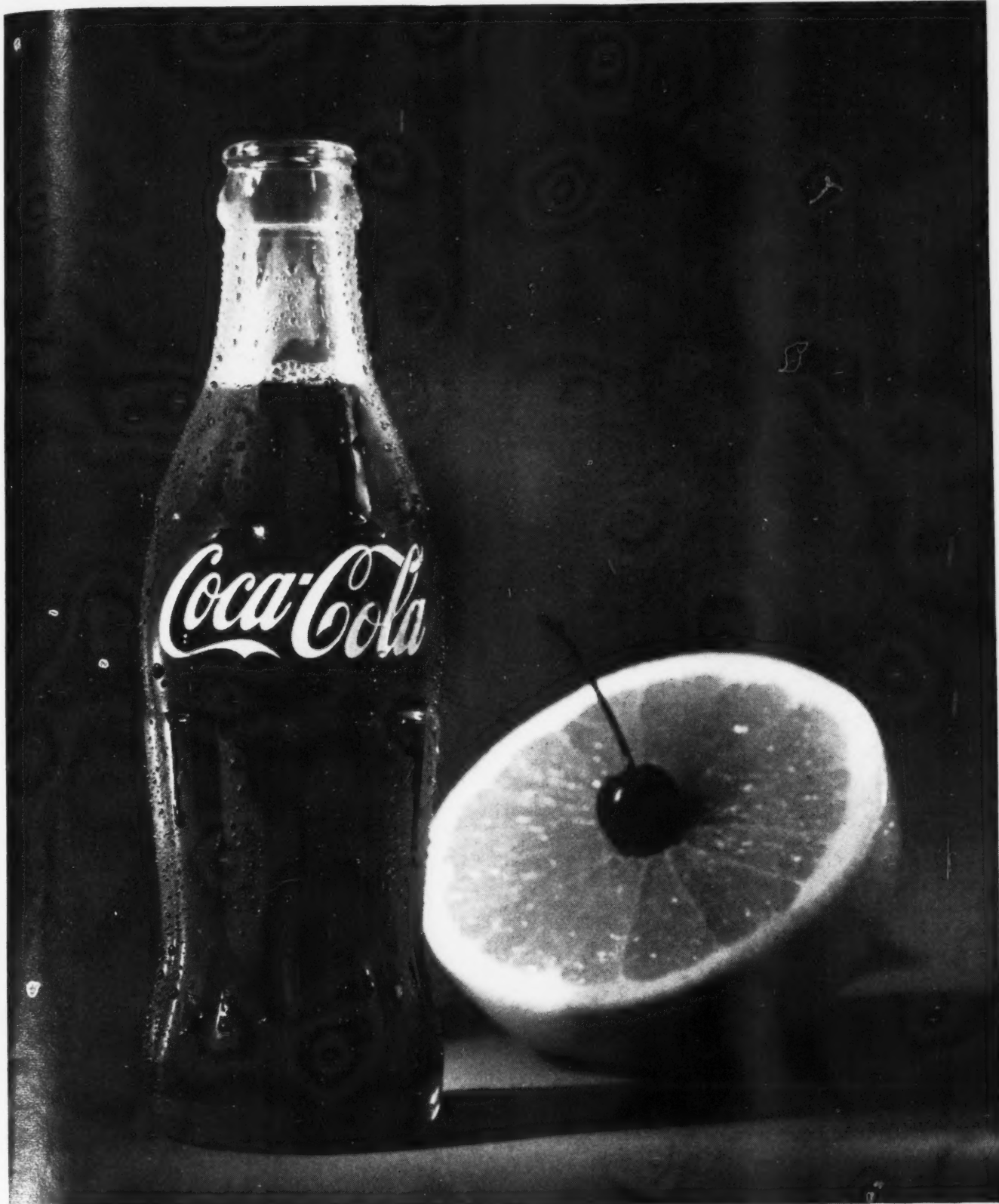
Miss Helen Manley, a director of health and physical education, is quoted as saying, "In American schools, physical education has usually meant sports. Now, however, the trend is toward exercise. Children do too much sitting."

"We never let children go in from the yard until they have run and jumped a bit. It used to be said exercise was bad for the heart; now it's considered helpful."

She added that exercise is particularly good for calming a child who has been made nervous by too much "pushing" toward intellectual achievement.

Miss Manley is the president-elect of the American Association of Health, Physical Education, and Recreation. Her words represent the changed point of view of thousands of teachers in her specialized field.





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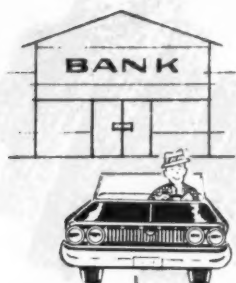
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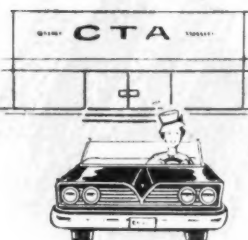


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**I AM INTERESTED** in your CTA-sponsored plan which may save me 40 per cent on car insurance. Please mail details and costs without obligation. (To quote **LOWEST RATES** to which you are entitled we must have **ALL** data requested.)

Teacher's Name \_\_\_\_\_ Age \_\_\_\_\_ Birth Date \_\_\_\_\_ Date Present Policy Expires \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ County \_\_\_\_\_

Spouse's Age \_\_\_\_\_ Birth Date \_\_\_\_\_

Age and Birth Date of any OTHER MALE driver of THIS car living in same household \_\_\_\_\_ Principal Driver ☐ Occasional Driver ☐

Home Phone No. \_\_\_\_\_ School Phone No. \_\_\_\_\_

\*Car Year & Make \_\_\_\_\_  
Model (Bel Air, Fairlane, etc.) \_\_\_\_\_  
Body Type \_\_\_\_\_ No. of Cyls. \_\_\_\_\_

\*Mo. & Yr. of Purchase \_\_\_\_\_ \*New ☐ \*If car is regularly driven to work, ( \*For rates on other owned )  
Used ☐ approx. miles ONE WAY \_\_\_\_\_ (cars attach this information.)  
(Check One)

(Only CTA and SCTA members can qualify for policies in this plan. SCTA members eligible if have completed, are now, or will start student teaching within 30 days from date of policy.)



**OFFICE USE**  
Terr. \_\_\_\_\_  
Cl. \_\_\_\_\_  
Sym. \_\_\_\_\_